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ABSTRACT

To help provide writing instruction to elementary school children who are taught English as a second language, a writing project was designed for three ESL students: a third grader from Japan, a fourth grader from Costa Rica, and a fifth grader from Indonesia. The goals of the project were to help the students find writing to be enjoyable and interesting, increase fluency in writing, expand their vocabularies, and through instruction in the "five ways of thinking" gain an increased awareness of the different purposes for writing and the need to vary style accordingly. The writing activities in the five categories, defined by Mina Shaughnessy, were (1) this is what happened; (2) this is the look (sound, smell, or feel) of something; (3) this is like (or unlike) this; (4) this (may have/probably/certainly) caused this; and (5) this is what ought to be done. In addition to these activities, students did time-writings during each of the biweekly sessions. Four pre- and post-tests were given to determine the effects of the program on students' writing abilities. These tests were designed to elicit narrative, expressive, explanatory, and persuasive writing. Results showed that the children improved markedly in syntactic fluency, verbal fluency, and ability to express a specific purpose in writing. In the time-writings, consistent sequential growth in verbal and syntactic fluency throughout the semester was not demonstrated, but variation in style according to purpose of writing was evidenced. (Appendixes include sample time-writings and sample writing drafts for each of the three students.) (HOD)

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A WRITING PROGRAM FOR ELEMENTARY-AGED CHILDREN WHO HAVE ENGLISH AS A SECOND LANGUAGE

By

ELIZABETH CLAIR

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A thesis submitted in partial fulfillment of
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A WRITING PROGRAM FOR ELEMENTARY-AGED CHILDREN WHO HAVE ENGLISH AS A SECOND LANGUAGE

ABSTRACT

by Elizabeth Clair, M.A.
Washington State University, 1982

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With increasing numbers of children who have English as a Second Language (ESL) in the public elementary schools in Pullman, Washington, the curriculum has had to adapt to meet their needs. The language skills of speaking, listening, and reading are currently being adequately addressed. This leaves writing under-attended in the program designed for ESL children. The problem considered is how to provide writing instruction to ESL children K-6.

This pilot project lasted one semester, during which the author met with three ESL children bi-weekly. Writing activities in five categories were designed for use with these children. These five categories, defined by Mina Shaughnessy, were: 1) This is what happened; 2) This is the look (sound, smell, or feel) of something; 3) This is like (or unlike) this; 4) This (may have/probably/certainly) caused this; 5) This is what ought to be done. In addition to these activities students did timed-writings during each session.

Four pre- and post-tests were given to determine the effects of this program on writing abilities. These tests were designed to elicit narrative, expressive, explanatory, and persuasive writing. The children improved markedly in syntactic fluency, verbal fluency, and ability to express a specific purpose in writing.

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CHAPTER 1

STATEMENT OF THE PROBLEM

In many college communities like Pullman, Washington, there are several children from other countries who are residents in the U.S. for a period of time while their parents attend college. Often these children arrive with little or no English, and are immediately plunked down into an environment in which the sole means of communication is an unfamiliar language. These children, who hail from a wide variety of first language backgrounds, attend local schools, which address their educational needs by providing instruction in English as a second Language (ESL).

Edison Elementary in Pullman, the school closest to the university, receives the largest number of foreign students of the four elementaries in this community. At the present time there is one specialist who works part time with the Edison ESL children in the mornings, and another who works with them three times per week for approximately forty-five minutes per session in the afternoons. The specialists' time with the students is usually spent on instruction in oral language skills because they are often working with children of widely varying English-speaking abilities, and must especially accommodate the needs of newly arrived beginning level students. Unfortunately, this often limits the ESL specialists at the elementary level to instruction in the language skills of speaking and listening. A reading specialist also works with the children, so that reading skills receive specific and direct attention as well.

As a result of the focus on listening, speaking, and reading, the language skill of writing is left somewhat under-attended in the current

program designed for second-language speakers at the elementary level. The current project was undertaken to explore some possible avenues for writing instruction for these children which could be used either in the special ESL classes or in the regular classroom. The problem under consideration here, then, is how to provide writing instruction to ESL children in the elementary school under the existing pullout-specialist model.

In the current system, writing could be taught either by the ESL specialist, the classroom teacher, or by volunteers. This project was designed to offer a suggested structure for a writing program that could be used by all three: it could be adapted by the ESL specialist to fit into an oral language program; the classroom teacher could modify it to fit into the present language arts curriculum; and the volunteer could expand upon the format described here. Hopefully, the program sketched in this project will be useful not only to teachers who are offering writing instruction to ESL students, but to teachers of native English speakers as well, since many of the activities suggested could be beneficial to native speakers and ESL students alike.

In addition to proposing a structure for a writing program for ESL students, this project also provides information about the development of writing skills in second language speakers of English. The writing samples gathered from three ESL youngsters throughout the course of this project are of value because they yield information about the process by which second-language speakers learn to write, a process about which we know very little. So, although the proposal of a writing program remains the primary purpose of this project, a secondary aim is that through this project, more will be learned about the composition processes of elementary age children learning English as a Second Language.

Limitations and Assumptions

There are several limitations of the project which should be considered, particularly before transferring it to a large group situation. First, since it was developed with a small group of three second-language speakers from different language backgrounds, it cannot be claimed that this project will be of use with a larger group of students until it is applied in that situation. Secondly, due to time constraints, I could only meet with the children twice a week for 45 minutes to one hour per session; consequently, the project presented here is only a sketch which should be filled out and further detailed. And finally, since the children were involved in a variety of instructional programs throughout the duration of this project (February-June, 1982), it cannot be assumed that demonstrated gains in writing skill were the result of this project alone. Although this is perhaps the greatest qualification, there is some comfort in the fact that this limitation is not restricted to this writing project. Any gain score must be held suspect unless the cause can be isolated, and it is rare indeed to find such pure cause-effect relationships in any area of education. Because this lack of proof of effectiveness remains a limitation that cannot be corrected, a major assumption underlying this project is that instruction in writing is beneficial in helping students attain skill in writing. Since such assumptions underlie all forms of instruction, this difficulty seems unavoidable.

Definition of Special Terms

In the interests of clarity, it is necessary to define several terms used throughout this project at the outset. These terms appear below followed by brief definitions of each.

T-unit (terminal-unit) - frequently used measure of syntactic fluency described by Kellogg Hunt as "the shortest grammatically complete sentences that a passage can be cut into without creating fragments" (Hunt, p. 93). All independent clauses are considered T-units, including those which begin with 'and' or 'but'.

W/t (words/T-unit) - The number of words per T-unit, or length of T-unit, is considered to be an indication of the syntactic maturity of the speaker/writer (Hunt, 1977; Loban, 1976).

Verbal Fluency - number of words used to address an intended task. In this project, the measure of verbal fluency is the number of words in a particular writing selection.

Mode of Discourse - the method chosen to express oneself in writing. The four modes of discourse defined by James Kinneavy were adapted for use in this project:

Narrative mode (Kinneavy's literary) - the author's intention is to recount a series of events. Examples are short stories, novels, and ballads.

Expressive mode - The author aims to express emotional, often highly personal responses. Examples of individual expressive writings are journal entries, prayers, and curses. Social expressive writing can appear in forms like documents of protest, religious creeds, and contracts.

Explanatory mode (Kinneavy's referential) - The author intends to summarize existing knowledge into a clear, understandable format. News articles, formal summaries, and presentations of scientific premises are examples.

Persuasive mode - The author attempts to convince the audience of an opinion. Advertising, political speeches, and editorials fall in this category.

L_1 - first language of a speaker/writer.

L_2 - second language of a speaker/writer.

CHAPTER 2

REVIEW OF RELATED STUDIES AND RESOURCES

Introduction

The purpose of this chapter is to provide a concise review of studies and resources used in this project. In the first section of the chapter, highlights of pertinent research on the writing of native English speaking children are briefly surveyed. Since there is far more research in this area than could be comprehensively reviewed here, the discussion was limited to recent research which seemed most germane to the problem of designing a program in writing for ESL children. Secondly, three major theories, contrastive analysis, error analysis, and discourse analysis, all of which have affected writing instruction for ESL students, are described. In the third part of this chapter, aspects of the theory of discourse analysis are delineated as the theoretical basis for designing this writing project. After the basis of the project itself has been presented, resources used in developing the necessary evaluation techniques for determining the children's growth in writing are reviewed. And finally, resource people from the community who assisted with this project are identified.

Research on the Writing of Native English Speaking Children

In both ESL and regular elementary instruction there has been a widely held belief that the language arts should be introduced sequentially, with listening and speaking taught before reading, and reading taught prior to writing. This assumption seemed justified until very recently, since there was no direct evidence available to suggest that writing skills improve other

language skills, while there was evidence to demonstrate that oral language skills did influence the development of writing competence. Moreover, since there has been uncertainty about how children acquired writing skills in their native language, and even more uncertainty as to the process of learning to write in a second language, instructors have been understandably hesitant to challenge the traditional sequence of teaching the language arts.

Recent investigations into the patterns of writing acquisition by native English speakers raise questions concerning the necessity for adherence to the predominant instructional sequencing of the language arts. This research provides encouragement for educators to introduce writing to children along with oral language and reading skills. The works of James Britton, Marie Clay, and Donald Graves have particularly contributed to an increased understanding of the processes by which we learn to write, and have demonstrated the positive outcomes of providing writing instruction to children beginning in kindergarten.

In The Development of Writing Abilities (11-18), Britton et al (1975) observed the development of writing of native English speakers to be a gradual progression from the expressive to the transactional, from the personal to the public. As we grow in writing ability, we speak to wider and wider audiences, beginning with the self in expressive writing, moving next to a trusted adult, and eventually achieving the difficult skill of reaching even unmet readers. Although it is clear that these are the steps through which we must go in learning to write, there is some dispute about how long the process must take, and at what age it begins. With the small amount of instruction given to writing in prevailing curricula, this process could take many years, and, even with the arrival of adulthood, remain unsuccessful.

But Marie Clay in New Zealand has found that even kindergarten children

can become intricately involved in the writing process, and, while remaining seemingly unselfconscious about an audience, display rapid advances in writing ability when directly encouraged by responsive adults to do so. Donald Graves, recently conducting research into the acquisition of writing skills at the University of New Hampshire, has also found that very young children (six and seven year olds) are capable of learning to perceive of and write to an audience beyond themselves. In addition to finding that young children can become adept writers, Graves has found that instruction in writing does affect scores on standardized reading tests (Brandt, 1982). This research challenges the notion that instruction in writing should follow instruction in reading, and also provides support for continued instruction in writing throughout elementary school.

Although this interrelationship of writing and reading is important, improvement of reading scores as a result of learning to write is not the only reason writing should be taught. Writing is an essential skill in and of itself. The work of Clay and Graves confirms what many have suspected for a long time: we may have been underestimating children's writing abilities, and this miscalculation as reflected in our curriculum may be directly responsible for the lack of writing skills sometimes evidenced by teenagers and young adults today. Educators often concentrate on speaking, listening, and reading, while writing flows into the cracks around the curricular edges, filling in the all-too-few empty classroom moments. Although it would be inappropriate to argue that writing should gain more importance in the curriculum than should the other language arts, recent research does indicate that it should be given equal time, even in programs for young children.

Brief Review of Three Theories of ESL Instruction

The need for increased attention to writing instruction for elementary school students has received little, if any, attention from educators of children who have English as a Second Language. This is in part due to a lack of research on the writing development of ESL children. For many years ESL instruction in writing, if it existed separately from the regular curriculum, was based on the theories of structural linguistics. Phonological differences between the L_1 and the L_2 were emphasized, and through the process of contrastive analysis phonological and morphological features of English were isolated which would be likely to cause difficulty for the learner. When applied to writing instruction, the theory of contrastive analysis encouraged a focus on predictable phonological and morphological 'rough spots', with drill on problem areas a major instructional technique.

With the waning of structural linguistics and the subsequent growth of transformational grammar, the concept of a personal rule system which governed the language learning process was advanced. Second language research responded with the emergence of error analysis, and the concept of a personal interlanguage (Selinker, 1972). Error analysis examined the language patterns of the speaker, and attempted to discern the personal rule system of the learner, without assuming that all language errors were rooted in the native language.

While error analysis concentrates on the syntactical difficulties of the writer, and is truly beneficial in providing insight into the rule system underlying syntactic errors, contrastive analysis can help to determine the sources of phonological and sometimes morphological errors. Neither of these approaches allows us insight into larger language units however, and with the growing interest in language use beyond the kingdom of the sentence, ESL

research has expanded into the area of discourse analysis.

Discourse analysis is a process by which an evaluator determines how well a speaker/writer fulfills an intended task within the context of a language situation. Although there has been some work aimed at applying theories of discourse to the adult ESL writer (Larsen-Freeman, 1980), little application of such theories has been attempted at the elementary level; in spite of this, since the purpose of this project is to improve writing skills in a comprehensive manner beyond the realm of the sentence, writing at the discourse level serves as a focus for this writing program.

The Project Design

The best way to approach writing instruction at the level of discourse is highly disputed. There has been much controversy in the past twenty years concerning the effectiveness of teaching writing in the traditional grammar-to-sentence-to paragraph-to-essay approach, and many educators have claimed that since writing is a process, it should be taught in a process-oriented way, with little emphasis on a finished product. According to Judy and Judy (1981), it was in answer to a growing dissatisfaction with the traditional product-purpose approach, that Ken Macrorie, James E. Miller, Jr., Peter Elbow, and others proposed that writing be taught as a process of self-discovery and exploration of the imagination. The field of writing instruction began to move into a major exploration of teaching writing as a process, and it was in observing the development of this process that the following three phases were identified:

1) Prewriting - perceiving the world, discussing ideas, focusing on the needs of an audience, taking notes, gathering resources, and planning the paper.

2) Writing - the actual act of composing.

3) Postwriting - revising, editing, preparing final copy, copyediting or

> proofreading, receiving the response and criticism of readers (Judy and Judy, p. 16).

Writing instruction has broadened to explore these three phases, and has particularly emphasized pre-writing at the elementary level. This emphasis on pre-writing is essential for ESL students, especially in grade school. It seems highly appropriate to concentrate on speaking, thinking, acting, creating, before the writing process begins. This is particularly true for ESL children, because not only must the child decide what to say, but often must newly learn the words and syntactic structures to accompany the intended message.

Too often, however, the focus in instruction stops at the oral-language level, when it is frequently in the interface between writing and post-writing that an author is best able to clearly define his or her intent. The formation of a well-described intent is inextricably intertwined with the thinking process. And elementary school children, whether or not they are native speakers of English, can often benefit from exploring different types of thought. Ronald Cramer, in his book Children's Writing and Language Growth, claims that one of the benefits of writing is that it allows us to examine our own thoughts clearly.

> Writing focuses thinking. Talking is less effective in focusing thinking, although this may vary from person to person. In writing, one's thoughts are laid out in a linear fashion, therefore, it is easier for ideas to be arranged and rearranged until a clearer thought structure is constructed. Written thoughts can be an aid to clear thinking. . . An effective writing program can give children the opportunity to explore the connections that exist between writing and thinking (Cramer, p. 9).

Not only does writing focus thinking, but clear thinking focuses writing. This complementary process of thinking then writing, writing then thinking, has led James Moffett, in proposing a language arts curriculum, to add thinking as the fifth language art.

In view of this emphasis on thinking as a basis for writing, and in spite of the fact that writing instruction in the past ten years has taken a swing away from the intention-orientation of classical discourse and rhetoric into a more process-oriented approach, it seems not only appropriate but important to re-introduce at some levels the sense of intent which theories of rhetoric offered to the writing process. It is in the interests of re-linking thinking with writing that the project described here centers on five of the seven 'ways of thinking' defined by Mina Shaghnessy in her book Errors and Expectations, in which she modifies classic rhetorical categories for use with basic writers at the college level. Shaughnessy outlines the following as modes of thought which underlie the work of competent writers:

1) This is what happened.
2) This is the look (sound, smell, or feel) of something.
3) This is like (or unlike) this.
4) This (may have/probably/certainly) caused this.
5) This is what ought to be done (problem/solution).
6) This is what someone said.
7) This is my opinion.

Due to lack of time, this project focuses on writing and speaking activities related to the first five items in the above list. There could, however, easily be an expansion to include all seven. Several activities (both oral and written) were devised to exercise these ways of thinking. The specific activities used, along with several sample responses, are described in the next chapter.

Resources Used in Developing Evaluation Techniques

Once the program had been designed, it was of course necessary to assess the children's growth from beginning to end of the project. In order to evaluate the effect of instruction in the five 'ways of thinking' on the writing process, pre- and post-tests were constructed using James Kinneavy's description of the four modes of discourse. Kinneavy defined literary,

expressive, reference (or information), and persuasive as the major categories into which discourse falls. Two of the categories were narrowed to better fit the age level of the students and the time constraints of the author, so the four types of discourse evaluated were: 1) narrative, 2) expressive, 3) explanatory, and 4) persuasive.

These four modes are not intended to be cherished as the only possible divisions of discourse, nor do any of them exist purely separated from the others. It is recognized that narration can include description, expression can include explanation, and so forth. Britton et al warn against artificially rigid classifications of discourse in their treatment of the growth of writing abilities:

> We classify at our peril. Experiments have shown that even the lightest touch of the classifier's hand is likely to induce us to see members of a class as more alike than they actually are, and items from different classes as less alike than they actually are (Britton et al, p. 1).

With this warning in mind, we nevertheless forge ahead, because it is only through some form of classification that the world becomes manageable, and only through some vision of structure that we can see relevance. Kinneavy's boundaries, though admittedly somewhat artificial, are useful because they allow us to evaluate growth and change, and effectiveness in achieving intent in writing. And it is a clear sense of intent, after all, which allows a writer to speak directly to, and be heard by, an audience.

In determining student growth through use of the pre- and post-tests in the four modes of discourse mentioned above, three measures were used. T-units were used to measure growth in syntactic fluency; word counts were used to measure growth in verbal fluency; and primary-trait scoring was adapted for measuring growth in ability to address purpose, or intent, in writing.

The T-unit has become recognized in the past fifteen years as a measure of syntactic maturity, and in following a group of children's language development from grades K-12, Walter Loban found, as Kellogg Hunt had, that the average number of words per T-unit increased with the age of the child. Note the increases in T-unit length observed by Loban in the table below:

Table I

Average Number of Words per T-unit - Written Language

Grade	High Group	Random Group	Low Group
3	7.68	7.60	5.65
4	8.83	8.02	6.01
5	9.52	8.76	6.29
6	10.23	9.04	6.91
7	10.83	8.94	7.52
8	11.24	10.37	9.49

(Loban, p. 33)

In working with ESL children, Gipps and Ewen (1974) found that the average T-unit length in both writing and speech increased according to the amount of time the children had spent in an English speaking environment. In applying this research on T-unit development to the current project, the timed-writings and pre- and post-tests were examined to determine not only if average length of T-unit increased over time, but also to see if words per T-unit varied from one form of discourse to another. Results from this project were then compared with the grade-level averages described by Loban.

In addition to use of T-units as a measure of syntactic maturity, word-counts were used to determine verbal fluency. Verbal fluency has long been used as a gauge of maturity in written expression, and it was felt that this traditional measure might provide some insight into the composition

processes of these students.

A method employed by Richard Lloyd-Jones in the writing portion of the National Assessment of Educational Progress was adapted for use in examining the pre- and post-tests in terms of the writer's effectiveness. This method, called primary-trait scoring, defines a writing task for students, then evaluates the authors according to their abilities to achieve the desired results. Several well-trained judges assess these writing selections, and if they don't agree on a particular selection, they re-examine their mutual understandings of the pre-set criteria. Over time the judges achieve agreement in the majority of cases. Because primary-trait scoring is designed for use with many samples of writing which are assessed in comparison to one another, and because these samples must be evaluated by formally trained judges, this system of scoring could not be directly transplanted for use in this project. The philosophy reflected in primary trait scoring was adapted however, and the pre- and post-tests were discussed in view of the effectiveness with which each child approached the type of discourse defined by a particular test.

Community Resources

In addition to published resources, there were several resource people who greatly assisted in the planning and implementation of this project. Judith Lansfield, an ESL teacher for the Pullman school district, was an invaluable aid in designing this program, and especially in providing support and encouragement. Carolyn Young of the North Idaho Writing Project lent me many books and spent hours discussing current theories of composition with me. Betty Coon, Betty Parkman, and Phyllis Deatch were especially patient in letting me work with their students. And finally, Fritz Hughes, the principal at Edison Elementary, provided moral support and appeared in one of the pre- and post-tests.

CHAPTER 3

DESCRIPTION OF THE PROJECT AND DISCUSSION OF RESULTS

Introduction

This writing project began in mid-February, 1982, and continued through the second week of June of that year. Three children participated in the project, and they are briefly introduced in the first section below. The four goals of the project are listed in the second section, followed by the four procedures used to fulfill those goals. Included within the 'procedures' segment of this chapter are the specific writing activities which comprised the project, along with samples of the children's writings in response to several of the activities. In the fourth and final section, the results of the four procedures are described. The last of these procedures was evaluated through use of pre- and post-tests. Copies of these tests appear at the end of the chapter followed by the children's responses and a brief discussion of each response.

Participants

The three children who participated in this project, all students at Edison Elementary, were selected for the program by Judith Lansfield, because they were being terminated from the regular ESL classes due to overcrowding, and because she felt they had enough oral language skills to benefit from writing instruction. The children chosen came from three different countries, were different ages, and had been in the U.S. for varying amounts of time. (In the interests of protecting the children's privacy, the names used here are not their real names.) Sumi, the youngest, was a third grader from Japan,

had been in the country for six months, and was exactly nine years old in February. Carlos was a fourth grader from Costa Rica, had also been in the country for six months, and was 9.9 years old in February. Maria was a fifth grader from Indonesia, was 12.1 years old in February, had been in the U.S. for eight months, and was the only one of the three who spoke more than two languages.

Goals

There were four major goals of this project. Through the course of the Spring Semester, 1982, the students will:

1) Find writing to be enjoyable and interesting.
2) Increase fluency in writing.
3) Expand their vocabularies.
4) Through instruction in the 'five ways of thinking' gain an increased awareness of the different purposes for writing and the need to vary style accordingly.

Procedures

The procedures used to address the goals listed above are described below.

Procedure 1: Although it is impossible to guarantee enjoyment, fulfillment of the first goal was attempted through use of the varied and interesting writing activities presented in numbers two and four below.

Procedure 2: Increased fluency in writing was encouraged through the use of timed writing activities, during which the children wrote non-stop for periods of up to four minutes. If they ran out of things to say, they could repeat something already written until they thought of something else or until time ran out. Often these timed writing activities were tied into the writing task for the day, although that was not always the case. There were times when it seemed appropriate to allow the children to choose their own topics,

and at those times they were encouraged to do so. The activities used are listed below, and you will find the children's writings in Appendix A.

Timed Writing Activities:

1. Bring in an apple. First describe the outside of the apple orally, then cut the apple open and describe the inside. Eat the apple. How did it taste? Smell? Feel? Write about the apple non-stop for two minutes.

2. Bring in balloons. What is this? What is it made of? What can you do with it? Blow it up and describe how the inflated surface feels. What's inside the balloon? How do you know? What do we call it when a balloon breaks? Let the air out of the balloon. How does it sound? Feel? Write about balloons and what you like to do with them (3 minutes).

3. Bring in a pair of winter gloves. What do you use gloves for? Does it get cold in your country? Is there snow? Do you like winter? Why? Write about the things you like to do in the snow (3 minutes).

4. Discuss what the children have done all day today. Write non-stop about as many things as you can remember doing today. Use as many details as you can (4 minutes; the remainder of the timed writings were four minutes).

5. Bring in many different kinds of sea shells. Where did they come from? Have you ever been to the ocean? Are there many sea shells in your country? Describe several of the shells orally. Are they smooth or rough? How would you describe the shapes? Write about the shells. Use as many words to describe them as you can.

6. Bring in a dishpan full of dishes and a dish drainer. Include some unusual items among the dishes that the children may not have seen (egg beater, cheese grater, collander, etc.). Discuss the names of the various dishes and talk about who does the dishes at home. Do you like to do the dishes? Why or why not? Write about doing the dishes and why you do or don't like to do them.

7. What are your favorite things to do in school? Who do you like to play with? What do you do all day in school? Write about the things you like to do best in school.

8. How is your country different from the U.S.? What's it like in your country? Write a description of your country. Include as many details as you can.

9. How did you come to the United States? What was it like when you flew here? When you got to the U.S., were there things that seemed different to you? What were some of those things? Write about how you felt when you came to Pullman. Describe what you saw.

10. (Before St. Patrick's Day) Bring in a picture of a leprauchan with a rainbow, a pot of gold, and a shamrock in his hat. Does anyone know what this is? Where does he come from? Show where Ireland is on the globe compared to each of their countries. What holiday is coming up soon? Discuss St. Patrick's Day. Do you have holidays in your country? What are some of them? Write about the holidays you celebrate and what you do to celebrate them.

11. Bring in a drawing of a magic carpet with the words "Magic Carpet" printed on it. What is this a picture of? What can you do with a magic carpet? Pretend the magic carpet is taking you back to your country. What do you do there? Who do you visit? Write about your ride on the magic carpet.

12. Bring in a picture of a sunny day. What do you like to do on a sunny day? Discuss Spring. What kinds of things do you like to do in Spring that you can't do in Winter? Write about the things you would do if it were a sunny Spring day.

13. Bring in a picture of an underwater scene with a scuba diver, but cover it with black construction paper with a hole in it so the children can only see blue. What do you think this is a picture of? What makes you think that? Elicit as many possibilities of things that could be blue as you can. After the guessing has subsided, uncover the picture and show it to the children. Who do you think this diver is? Write about the diver. How did he get there? What's he doing?

14. Have everyone take off one shoe and put it up on the table. Describe each shoe. Are they all the same? How are they different? How are they the same? Elicit as many details as possible. Write as many details as you can about the shoes on the table.

15. What is your favorite sport? Why do you like it? Write directions for your favorite sport as if you were writing for someone who has never played it. Be as clear as you can.

16. What makes sports so much fun? Write about your favorite sport again, only this time write about why you like it.

17. Writer's choice (You choose your topic today).

18. Bring in several objects. Describe two or three of them orally. Then choose one to describe in writing. If you run out of things to say about one object, choose another one.

19. Bring in a picture of an elementary school child. Describe the child in as much detail as you can orally, then write a description of yourself. Be as complete as you can.

20. Writer's choice.

21. Bring in a picture of two men on opposite ends of a bench looking in opposite directions with their backs to one another. There are two dogs, one with each man. What's happening in this picture? Are these men friends? How do you know? How do they feel about each other right now? Write a story that tells what the men are upset about. What happens in the end?

22. Bring in the wordless book Adventures of Paddy Pork by John S. Goodall. Show the pictures and discuss the story up to the point where the wolf is about to attack. What do you think will happen next? What makes you think that? Write the rest of the story. Does Paddy get away? How?

23. Bring in Bubble, Bubble, a wordless book by Mercer Mayer. If you could make anything out of bubbles, what would you make? How would it feel to be the main character of this book? Write descriptions of all the things you'd make. Would your friends help?

Procedure 3: The third major goal of this project was to provide opportunities for the children to expand their English speaking and writing vocabularies. This goal was accomplished through the use of pictures, objects, and extensive discussions prior to, during, and after writing activities.

Procedure 4: The last major goal of the project was to provide children with an increased awareness of the different purposes for writing, and the subsequent need for variation in style. The timed writing activities played a small part in fulfilling this goal, but the writing activities described below were especially designed for this purpose. Examples of the children's writings will be included with some of the activities. Rather than recording them in chronological order, I have placed them into the categories of Mina Shaughnessy's ways of thinking. There are also other suggested activities which we simply had no time to do.

1. This is what happened (The beginning of each activity is marked with **).

**Use the following story starter and ender. The children must write the middle of the story so that the two become connected.

"Ben wasn't sure he would make it through the freezing cold and twenty foot snow drifts. . . and the dragon flew off into the air, never to be seen again."

Sumi:

Ben wasn't sure he would make it through the freezing cold and twenty foot snow drifts. Ben is going home. but his coat is not that warm. "Oh! I'm cold. . . Oh I found the hole. I will get lest in there." and he walk in the hole. Oh. how nise in this hole! In the hole many things and not that dark. He looked up. Oh how scared. The dragon is look at him. and dragon has a wings and the brignt teeth. [Sumi first wrote 'and the teeth are brighting', but changed it after rereading her initial copy.] He feel very scard. and he thought "I can ran fast. and I can jump very high. and this hole has many rocks. . ." The dragon is coming near Ben. He ran. But the dragon is more fast. He jump high. But the dragon can fly. He throw the rocks. But dragon is't get heart. Ben thought "I will ran and ran. and he get tired. I will kill him." and he ran and ran and ran and ran. . . he getting tired. But dragon is't get tired. Ben thoght he will digh. But oh! the very Big knigh is near him. He get the knigh. The words said "This knigh can't kill dragon. But dragon will scard this knigh." He thought he can. and he take that Big knigh and ran near the dragon. dragon said "Ranan." and the dragon flew off into the air, never to be seen again.

**Write directions for a simple well known activity on strips of paper, with one sentence per paper. Put the sentences in order. Some of the activities I chose were putting on shoes and socks, going to bed, and getting ready for school.

**Write directions for playing a game you know. Write as if the person reading your directions has never played the game before. Be very explicit.

Carlos:

Football

You play football in a big field. It could be a muddy field. It could be a grassy field or it could be a field of astroturf. There are a lot of players, but about eleven play on the field. Get in positions. What you do depends on your position.

Pretend you're a receiver. You get in your position which is next to the quarterback a few feet away to the side. When the quarterback gets the ball you run for a pass. If you're near the goal line you go all the way to the goal. In the huddle the quarterback tells the receiver how many yards to run. If you're playing football you need a uniform. You need a uniform to keep you from getting hurt and to know which team you're on.

**Construct something from a group of materials. Write directions for someone else to make the same thing you did. Give your directions to a friend. See if their construction looks like yours (adapted from an activity used by Stan Zehm).

Maria:

(She had been given a box with a small toy frog, a large circle of blue paper, a smaller rectangle of orange paper, small pieces of green and yellow paper, a stick-on butterfly, and a pipe cleaner.)

Frog's House

First I took a blue paper.
Then I took a orange paper.
And I make a house.
To make a house I took a orange paper and bant it and I glue it on to the blue paper.
Then I took a yellow paper.
And I draw a flower on the yellow paper.
After that I cut it out.
Then I glue it on to the pipe cleaner and I glue it on the blue paper.
Then I took a green paper.
And I draw a circle and rectangle on the green paper.
Then I cut it out.
And glue a circle on the top rectangle.
After that I glue it on the blue paper.
Then put the flowers and tree by the side of the frog's house.
One shud by on each side.
I took the butterfly and I glue it on the tree.
Finally put the frog in the house.

From the above directions Carlos made a frog's house quite similar to Maria's. The main difference between the two was the size of the tree and flower.

Other Suggested Activities:

**Conduct an experiment and describe it sequentially.

**Read a story to the children. Give them a copy of it with the sentences in scrambled order. Have them put the story back in its original sequence.

**Put a prize in full view of the children. One child must write directions for another child to follow to get to the prize. There is a set number of steps to reach the prize which the instructor has determined ahead of time. Here is an example of a three step direction (adapted from Clear & Lively Writing by Priscilla Vail, p. 180).

1. Scratch your left ear with your right thumb while taking three steps forward.
2. Tap your right foot four times.
3. While twiddling your thumbs, approach the prize sideways until you can touch it.

This game can get very elaborate, and everyone can get involved in monitoring the direction followers, as well as the completeness of the directions.

2. This is the look (sound, smell or feel of something).

**Place several pictures on the table. Choose one child to describe a picture for someone else to identify. No colors can be used in the descriptions.

**Write a description of an object in the room for someone else to find. Again, use no colors.

**Write a description of your country for someone who's never been there before.

Sumi:

Japan (Draft 1)

Japan is very small country. But many people is living there. Tokyo is Japan's best big city. Many people is lives there. And many bildings. One thing it is not good is not air all is bad smock. And many car and loud noises, and the all house is small rooms apartment. But sometimes you can by house. But you must give many money. And children must ride on bus or train. If you want get down, you must wait for next station. Some school has uniform, if you are in uniform's school you can't take eny jewelry. And only you can wear uniform. You can't chew any things. You can't take your mother made's lunch. But if you are sick and you need a made lunch, you must tell teacher and if teacher said OK you can. And if your legs or arms are little herting, but you need to come to school. And all day you will have many home work. My favorite thing was cat. Her name was Yoso. That cat came to my house all day. She will get somethings to eat and play and go to another house.

This activity was drafted more than once, and eventually sent home with the children in book form. Unfortunately, due to the limited time available to us and the great amount of time it took the children to rework these descriptions, this was the only activity that went through a revision process. In a

regular classroom revising would be called for much more frequently, and it was clear that the children could have benefitted from more work in this aspect of the writing process. The second draft of Sumi's description of Japan appears in Appendix B, along with the first and second drafts of Maria and Carlos' papers.

Other Suggested Activities:

**Describe a picture for someone else to draw. Include as many details as you can. How close did they come to replicating the original picture? Were there details you forgot to include in your directions?

**Take a paragraph from a well known author's work and delete the details from a descriptive passage:

> Water came down from the high mountains until it came to a dam. There the water backed up and formed a lake. We built a house beside the lake and lived in it.

Ask the children what they imagine the scene to be like. How big is the river? Or is it a small stream? How far does it travel to get to the lake? How big is the dam? What is it made of? How big is the lake? How big was the house? What did it look like? What was it built of? Then show them the original passage so that they can see how the author modified the description:

> A stream ran down from the high mountains and wandered through a meadow until it came to a dam beavers had made from brush and trees. There the stream backed up and formed a small pond with grassy banks. We built a hut beside the pond and lived in it through the summer.
>
> Scott O'Dell
> Sing Down the Moon

(adapted from an activity in Errors and Expectations, by Mina Shaugnessy).

3. This is like and unlike this.

**Using pictures that are similar but still different, have children offer as many differences and similarities as they can. Start with pictures that are identical and move toward ones that have more and more differences. I used pictures from the Peabody Language Kit II, starting with two identical pictures of a turtle. Part of the sequence I used is listed below, but any sequence of pictures with widening differences would do.

How is this turtle different from this one? How are they alike?
How is this balloon different from this ball? Alike?
How is this softball different from a bigger ball? Alike?
How is this kite different from a balloon? Alike?
How is this cat different from a dog? Alike?
How is this cat different from a horse? Alike?

**Show a picture of a baby and an elementary school child. How are they the same and different? Have the students write a description of themselves as babies and describe how they are different now (adapted from Sara W. Lundsteen Children Learn to Communicate).

> Carlos:
>
> I was small and short I could just crawl. I had little fingers and short arms and short legs. I had two ears two eyes one mouth and one nose. I had brown hair.
>
> I am tall and when I was a baby I was short. Now I have long arms and legs, but I didn't when I was a baby. Now I can walk when I was a baby I crawled. Now I have different kind of hair than when I was a baby. Now I have big fingers.

Other Suggested Activities:

**Use the first activity above, but adapt it for sounds, or characters from a book.

**Write a letter to any of the following famous people telling how the world has changed since s/he was alive (Provide biographical information for each person).

Calamity Jane	a cavedweller (you invent a name)
Shakespeare	Winston Churchill
Amelia Earhardt	Jesse James
Benjamin Franklin	Susan B. Anthony

**Pretend you are an animal. Describe the world you live in. How is it different from the world of people? How is it the same?

4. This (may have, probably, certainly) caused this.

**Show a picture from the Peabody Language Kit II of a wide-eyed child sitting up in bed with a barking dog looking at a broken window. There are muddy claw prints on the wall and up to the ceiling. Write a story telling what happened to lead to this situation. Be sure to include causes for all the unusual events shown in the picture.

Sumi:

One day a girl name's Tina waked up in night. She hard her pet dog's name spot is barking. Spot didn't bark except there is different people or some thing diffrent. She looked around her room. There was a big foot prent. It was muddy. The window was broken. It was midnight no one was there. Her perwents was in the trip. There is only spot. She huged spot and walk down to get her all stuff animal. Tina has 102986 stuff animal. All stuff animal has name. The best stuff animal was a big one. Her name was cuty. She put all stuff animal around her and made a small room in big room. But the spot was barking. So she changed her close and what it is. She went to down stair. There is a big ball. Spot barked to a big ball. Tina broked a big ball there is a little bear. She thought bear can't put foot prent on ceerin. But he took chair from down stair and standing on his head. So his feet will come to ceering. He said he wanted to scard you. Can bear talk english? "Surprise!" It was her brother. He was in far away's school and working on his work. He said "I can stay in here all day. I won't go to that stooped school." "Yeeeey."

**Show several pictures with anomalous situations occurring. If this is the result, what happened to lead to this result? Some of the pictures I used:

a bald eagle wearing glasses
a man with his foot in his mouth in front of a microphone
a judge sitting in court tied up with a rope

Other Suggested Activities:

**Bring in newspaper articles. Have the children identify the who, what, when, where, and why of the article. Did the reporter tell what caused the event reported? Write an article about the same event, but make up a different cause.

**There are many unsolved mysteries in the world. The existence of Bigfoot, the cause of the Bermuda Triangle, and the origin of UFO's are only a few. Choose a mystery that hasn't yet been solved and find out everything you can about it. With this knowledge write an expose of the true cause of the mystery. With a group of friends write a documentary report and give it to your class as if you were an on-the-spot reporter (adapted from Paper, Pen, and Think edited by Dennis Andersen).

**While digging in the garden one day your shovel hits something hard. You uncover a very ornately carved box. What's inside the box? Who put it there and why? Write a story telling how the box came to be in your back yard.

5. This is what ought to be done (problem/solution).

**Show a picture of a man coming home only to find that all his furniture is glued to the ceiling. What should he do? Brainstorm solutions, making a long list of the possibilities. Then discuss the solutions. Which is the best one? Why?

**Next show a picture of an open briefcase full of rattlesnakes. Suppose you came into a friend's house and sitting on the coffee table in front of the couch was a briefcase full of poisonous snakes. What would you do? Again brainstorm solutions, but this time have the student choose a solution and justify this choice with at least two reasons.

Maria:

How to Help Someone
Life from poisonous snake

I was at my friend's house. I walk into the living room and there is a big briefcase full of poisonous snakes. My friend was sitting on the chair and the big briefcase was on the table. The snake came out and want to get my friend and my friend was afraid so I move the table.
Why I move the table, because it was a easy way to help someone. And it was save somebody life from posonous snake And it easy for me to move the table.

Carlos:

One day I went into my friends house and I saw a briefcase with snakes in it so I called another friend who knew about snakes. He came and he got a bag he got the snakes and put them in the bag and then he took them away. This is the best solution because if you get someone who knows about snakes he knows what to do. If you try to do it yourself you might get hurt.

**Use the wordless book The Surprise Picnic by John S. Goodall. There are several crisis points throughout the book where the animals must take decisive action. Stop at key points and discuss what they could do next, what the best course of action is, and why.

Other Suggested Activities:

**Make up an advertisement that 1) describes a fantastic product and 2) tells your T.V. audience why this product will help solve their problems.

**Use newspaper articles of current events. Brainstorm alternative solutions to local problems presently under consideration in the news. Write letters to the editor stating why your solution is better than the ones now being considered. As a class choose several letters to be sent to the editor.

**Print a school newspaper which addresses, among other things, problems in your school. Suggest solutions to the problems, and follow through on your solutions.

**In the newspaper mentioned above, start a local Dear Abby column. Have students in your class and from other classes put their problems in a 'problem box'. Offer solutions in your newspaper column.

RESULTS

Results of Procedure 1, Enjoyment:

There can be no objective measure of the interest and enjoyment the children found in this project. As the semester drew on it became clear that writing activities accompanied by discussion and contact with books or real objects were more interesting and exciting than those with only discussions, and that of the activities with only discussion accompanying them, longer discussions led to more interest in the concept under consideration. Consequently, the writing itself, while remaining important, became somewhat less of a focus than had originally been intended, but the children's interest level was maintained.

Results of Procedure 2, Verbal and Syntactic Fluency:

The timed writings fluctuated a great deal in length, and there seemed to be no consistency in growth throughout the semester. you will find a complete transcript of the children's timed writings in Appendix A, along with word counts for each activity, T-unit counts, and words/T-unit. In order to summarize the results of the timed writing, the mean of both the number of words for all selections was computed for each child, as was the mean T-unit length. Those selections which fell outside the limits of one standard deviation above and below these individual means were examined to determine if consistent patterns would indicate that certain types of activities evoked

longer, more complex passages than others. Certain patterns did seem to emerge when the timed writings were examined. Consider the information below. ($\bar{X}_{w/t}$ indicates the average number of words per T-unit for that child. $\bar{X}_{words}$ indicates the average number of words in the four-minute selections for that child. s indicates the standard deviation from the mean described by the same subscript.)

Carlos:	
$\bar{X}_{w/t} = 10.63$	$\bar{X}_{words} = 96.19$
$s_{w/t} = 4.24$	$s_{words} = 13.92$

One standard deviation below $\bar{X}_{w/t}$ for Carlos is 6.45 words per T-unit. The only selection which fell below this level was #14, the description of shoes. Activities #16 and #17 fell one standard deviation above the mean. These were the selections telling why sports are fun and the free choice activity respectively. Carlos also used a lot of repetition in #17, which was in part responsible for the longer T-unit for that selection. When considering those passages which fell below 82.27 words in length (one s below the mean), we find that #4, a description of the day's activities, and #19, a description of self, fell in that category. #11 and #21, which were both narratives, were over 110.11 words in length.

Sumi:	
$\bar{X}_{w/t} = 7.01$	$\bar{X}_{words} = 80.85$
$s_{w/t} = 1.88$	$s_{words} = 13.42$

One s below $\bar{X}_{w/t}$ for Sumi was 5.13, and we find only selection #2 below this point. Activities #1, #5, and #19 were very close however, with 5.3, 5.2, and 5.5 words/T-unit each. #2 is the description of balloons, #1 a description of apples, #5 a description of sea shells, and #19 a description of self. There were three selections which were over one standard deviation above the mean (or above 8.89). These were #6, #7, and #23. Number 6 is a description of dishes, including because phrases expressing why she likes certain dishes better than others, and why her mother does. #7 discusses her favorite activities, and #23 is a first-person narrative. When examining those selections which fell over one s below the mean of word length (or below 67.43), we find #5 and #6, both discussed above. Those selections which were above 94.27 (one s above $\bar{X}_{words}$) include #7 and #17. #7 is discussed above and #17 is a first person narrative with the repetition of a phrase which contributes to increased number of words.

Maria:	
$\bar{X}_{w/t} = 7.99$	$\bar{X}_{words} = 85.59$
$s_{w/t} = 1.52$	$s_{words} = 13.95$

In Maria's timed writings #1 and #19 fell below 6.47 w/t. #1 was the description of the apple, #19 a description of self. #7, #21, #22, and #23 were all above 9.51 w/t. #7 is a recounting of favorite things to do in school, and the other three are essentially narratives with expressive overtones. Those selections which fell under 72.46 words in length were #8, #18, and #19. #8 is a description of her country, #18 a description of an object, and #19 is discussed above. Those writings which were above 100.54 words in length were #12 and #17. #12 was an expressive activity concerning favorite things to do on a sunny day, and #17 was free choice.

The major purpose in separating out the selections in this way is to demonstrate that descriptions of events, objects, and people consistently evoked fewer words and shorter T-units than did narrative and expressive activities for all three children. Activities #7, #17, #21, and #23 seemed particularly effective in eliciting passages with either longer T-units or more words than did other activities. Number 7 was particularly aimed at expressive writing, #17 was a free choice activity, and #'s 21 and 23 are essentially narratives.

Results of Procedure 3, Vocabulary:

As with enjoyment, there is no objective measure of vocabulary growth. There were several new vocabulary items introduced to the children however, and occasional reviews demonstrated that they did remember most of the items which had been presented. Examples of some of these items were: scuba diver, alien, starfish, dish drainer, potato masher, guppies, and coconut. Whenever a new term was introduced, either the item itself or a picture of the item was brought in and discussed. In addition to the nouns listed above, we discussed more abstract words like first, second, then, finally, because, if, then, etc.

Results of Procedure 4, Different Purposes for Writing:

Following are copies of the four tests used as pre- and post-tests with tables summarizing the results.

Test 1. Narrative: Show the children a picture of a hot air balloon either flying or on the ground. Discuss with them what is going on in the picture, where the balloon might be going, and how it might feel to fly in a hot air balloon. Ask if there's anyplace they would like to go in a balloon and what they might do there. Then give them a sheet of paper with this story starter on it and ask them to complete the story:

"I woke up in the morning, looked out my window, and there on my lawn was a giant hot air balloon. . ."

Test 2. Expressive (from NAEP): Show the students a picture of five children jumping on an overturned boat. Discuss the picture together. Give them a copy of the following directions:

Look carefully at the picture. These kids are having fun jumping on the overturned boat. Imagine you are one of the children in the picture. Or if you wish, imagine that you are someone standing nearby watching the children. Tell what is going on as he or she would tell it. Write as if you were telling this to a good friend, in a way that expresses strong feelings.

Test 3. Explanation: Show the children a picture of an alien from outer space. Discuss the picture. Also bring in kitchen utensils, dishes, a dishpan, etc. to insure that the students know the vocabulary. After assuring that they do, give them a copy of the following message:

Imagine that a friendly alien has just landed from outer space. You invite the creature home for dinner. After dinner, the kind alien offers to do your dishes for you, but there's a problem. He doesn't know how! He's never washed dishes before. Write a careful description for the alien explaining how to do your dishes. Be specific. Use as many details as you can.

Test 4. Persuasion (adapted from NAEP): Discuss recess with the children. What's their favorite game? Who do they like to play with, etc. Then give them the following:

Mr. Hughes is thinking about cancelling recess for the rest of the year. He thinks this will make students work harder and get more done. He wants letters from students telling whether they agree or disagree. Do you agree? Why or why not?

Write a letter to Mr. Hughes telling him your opinion. State clearly in your letter whether you are for or against keeping recess. Give reasons for your opinion. Use examples from your own life to show why this is a good or bad idea.

Tables summarizing the results of the pre- and post-tests can be found below:

Table II

Pre-test Results

	Sumi	Maria	Carlos
Narrative 1:	158 words 27 T-units 5.9 w/t	118 words 10 T-units 11.8 w/t	78 words 11 T-units 7.1 w/t
Expressive 1:	135 words 23 T-units 5.9 w/t	87 words 10 T-units 8.7 w/t	145 words 15 T-units 9.7 w/t
Explanatory 1:	93 words 13 T-units 7.2 w/t	104 words 13 T-units 8.0 w/t	126 words 16 T-units 7.9 w/t
Persuasive 1:	58 words 8 T-units 7.3 w/t	46 words 5 T-units 9.2 w/t	58 words 5 T-units 11.6 w/t
Average of all four modes:	111.0 words 17.75 T-units 6.25 w/t	88.75 words 9.5 T-units 9.34 w/t	101.75 words 11.75 T-units 8.66 w/t

Table III

Post-test Results

	Sumi	Maria	Carlos
Narrative 2:	98 words 14 T-units 7.0 w/t	132 words 14 T-units 9.4 w/t	142 words 15 T-units 9.5 w/t
Expressive 2:	144 words 16 T-units 9 w/t	85 words 9 T-units 9.4 w/t	91 words 6 T-units 15.2 w/t
Explanatory 2:	164 words 16 T-units 10.3 w/t	151 words 13 T-units 11.6 w/t	178 words 20 T-units 8.9 w/t
Persuasive 2:	81 words 8 T-units 10.1 w/t	53 words 6 T-units 8.8 w/t	74 words 3 T-units 24.9 w/t
Average of all four modes:	121.75 words 13.5 T-units 9.02 w/t	105.25 words 10.5 T-units 10.02 w/t	121.25 words 11 T-units 11.02 w/t

Both Sumi and Carlos showed consistent growth in all four modes, while Maria's growth was more sporadic. All three children evidenced gains in average T-unit length however. When comparing the average T-unit lengths recorded in Tables II and III with those recorded by Loban (See Table I, p. 12 of this project), these children compared extraordinarily well with native English writers at their grade-levels at the outset of the project, and had surpassed them by the end.

With an average of 6.25 w/t at the beginning of the project, Sumi fell between the low (5.65) and random (7.60) groups for her third grade level. By the end of the project with an average of 9.02 w/t, she was above the high group for third grade (7.68), and was actually above the random group of fifth graders recorded by Loban. Initially Maria, a fifth grader, fell between the random (8.76) and high (9.52) groups for fifth graders, and by the end of the project had progressed upward to fall between the random (9.04) and high (10.23) groups for sixth graders. Carlos, a fourth grader, began the semester with an average T-unit length between the random (8.02) and high (8.83) groups for the fourth-grade level, and by the end of the semester his average w/t had increased tremendously, falling between the random (10.37) and high (11.24) groups of eighth graders.

These children have demonstrated sizable gains in length of T-unit throughout the course of the project, and, when compared to the average words per T-unit for their grade levels, have exceeded native-speaker performance in all cases. Because of the problems connected with linking causality to gain scores however, the numbers are perhaps of less interest than the responses themselves. Following are the children's responses to the pre- and post-tests, with a brief discussion of each response.

MARIA

Narrative:
Pre-test

I woke up in the morning, looked out my window, and there on my lawn was a giant hot air balloon. In balloon there are many people. And the balloon has many color and beautiful. I like watch the giant hot air was flying. And there is many people watch too. The giant hot air landed on the park. And many people came too see the giant hot air and they people said "Welcome to the Washington" All they people bring food and bring to the park. All the children came and play in the park. When everybody was hungry. They came to the table and eat we the new man now came from the giant hot air.

Post-test

I woke up in the morning, looked out my window, and there on my lawn was a giant hot air balloon. and there was people in it. One of them told me about a giant hot air balloon and he said that he has been in many town, countries, city. And he ask me if I could come with him for a ride on the giant hot air balloon. I ask my mom and she said that I could go and she give a couple of lunch, because my mom think if I get hungry I could eat the lunch. I ran to the giant hot air balloon and they was waiting for me. We go up on the sky and I saw many thing but it too little. At 3:00 I came to my house and I tell my family what I saw when I flying with a giant hot air balloon.

Although Maria's post-test shows a decrease in T-unit length from her pre-test, there are several aspects of the June sample which demonstrate growth in writing skill when compared to the February sample. The second piece shows more attention to detail, and better plot development in general than the first. She succeeds in transmitting a feeling of closure with ". . . and I tell my family what I saw when I flying with a giant hot air balloon." In contrast, the initial sample leaves the reader hanging at the end, with no sense of closure achieved.

Confusion regarding the use of verb tense is evidenced in both samples. In both she scatters past and present tense seemingly indiscriminately, perhaps unaware that time differences exist. This is characteristic not only of

Maria's written language, but of her spoken language as well. In the second sample, however, there seems to be a greater attempt to maintain the past tense initiated in the story starter. Indonesian, Maria's native language doesn't use morphological tense markers as does English. This difference betweer the two languages could well contribute to her confusion over the significance and use of verb tenses. At the beginning of the semester Maria showed a definite preference for use of the present tense, but throughout the course of the semester she became more willing to use other tense forms, in part due to separate mini-classes I held with her during which we concentrated on use of verbs.

Expressive:
Pre-test

Play in the Snow

When snow is came, all the children go to the park. I and my friend play a sliding down the hill. We have fun. When I tired I rest for 5 minutes. After that, I, Claudia, Andrea, Gladys, Erica play jumping on the overturned boat. We having fun. Many children came to see and play jumping with me. My mother made a pictures when I jumping. When everybody tired, all the children stop and eat a breakfast. When 6 o'clock pm all the children went to home.

Post-test

When the snow is caming I played with my friends in the snow. We played sliding in the snow. We have fun. When I tired I rest for a moment. After that I played jumping on the overturned boat. I liked to played a jumping on the overturned boat, but I have to go home to eat dinner. When I get home I tell my mom about what I played in the snow. My mom was imagine if she was playing in the snow.

The similarity between these two is striking, and made me realize that Maria was trying to repeat the pre-test, and, with a sharp memory, was perhaps able to do this with some accuracy. I emphasized that the two didn't need to be the same, and indeed shouldn't, since we were trying to show changes in her

writing. In spite of the obvious difficulty involved in using this sample, there are some valuable insights to be gained from it.

Both samples take on a narrative quality, and neither focuses on the feelings the activity called for. In some of her timed writings, Maria has evidenced an ability to focus on feelings in writing. Consider the excerpt below:

> I likes when it is spring. And the sun is came. And it is hot. But I like it. I can play skateboard with my brother and friends. I like to play skateboard and basketball we have fun when we laugh and play and help each other. I love sun and I wish if the flowers is came I can give to my mom and put it in the dining room. This is same in my country. In my country it is too hot. I don't like play in my country but in here I love sun and we can't use coat anymore.

Although she did not write extensively in the expressive mode in her timed writing, this excerpt demonstrates that she is capable of such a focus. Even though this test requests the children to "write as if you were telling this to a good friend in a way that expresses strong feelings", all three children seemed to interpret this 'expressive' activity as a narrative. This tendency will be discussed further following Carlos' expressive pre- and post-tests, after all three students' responses have been shown.

Explanatory:
Pre-test

How to washed dishes.

When you finish eat dinner. Put all the dishes together and bring to the sink. Put some water and some soap. When you finish. You can washed dishes. When you finish, put dishes in the dishpan for dry. Turn the dishes up side down.

One day some alien landed from outer space. And alien came to my house. We eat dinner. After we eat dinner. I put all the dishes together. My friend alien want to help me. But he doesn't now how to do. This is example how to washed. Read the example how to washed dishes in the top of the story.

Explanatory:
Post-test

How to wash the dishes.

One day two people came from another space. And landed near my house. They ring the bell and I open the door. I want to talk with my new friend but I have to eat dinner so I invited my new friend. When we finish eat dinner I put all of dishes on the sink. After that I wash the dishes. My new friend doesn't know how to wash the dishes, so I tell them how to wash the dishes.

How to wash the dishes: First put all the dirty dishes on the sink and put water on the dish pan with a soap. Put one by one the dishes on the dish pan and scrub with sponge or your hand. When you finish put the dishes on the dish-drainer. When you want to use it, you can get on the dish-drainer, your dish were clean and ready to use it.

In both samples Maria identified the explanation portion as a separate entity from the narrative. If we break the T-units into two separate categories, we find that in both samples she used longer T-units to express the explanatory text than she did the narrative.

Narrative 1	Narrative 2
60 words	80 words
8 T-units	8 T-units
7.5 w/t	10 w/t
Explanation 1	**Explanation 2**
44 words	71 words
5 T-units	5 T-units
8.8 w/t	14.2 w/t

This difference in T-unit length between the explanatory and narrative portions of her writing indicates an awareness on Maria's part of the different function served by the two types of writing. Moreover, in the second sample, she used more specific directive phrases than in the first: "First put all the dishes . . ." and "Put one by one the dishes on the dish pan. . ." The use of these phrases adds to the increased clarity of the second sample, as does her decision to invert the two modes, placing narrative ahead of explanation.

Persuasive:
Pre-test

Dear Mr. Hughes.

Mr. Hughes I mad to you, because you cancelling recess for the rest of the year. That a bad, bad idea. When we don't have recess we can't study all the times becase we can get tired, dizzy. I disagree you cancelling recess.

Sincerely,
Maria S____

I'm just jocking

Post-test

Dear Mr. Hughes,

Please don't take our recess away. Because we need recess. We need to rest after we work hard. If we don't have recess then we can get sick. And I disagree about cancelling recess for the rest of the year.

By:
Maria S_____

Mr. Hughes don't read this letter. I was kidding. Because I like you.

Again we find Maria expressing two different types of messages in her writing:

1) I want to convince you not to take recess away.
2) Don't pay attention because I'm only kidding.

The conflict presented by these two opposing messages cannot help but make the persuasion more difficult to achieve. There are however, some striking differences between the pre- and post-tests which make the latter a more powerful persuasive piece of writing.

In the first sample Maria concentrates on her own anger, directing the reader's attention away from the issue at hand. She does support her argument with one reason: "We can't study all the times because we can get tired, dizzy." With no additional arguments however, this one reason seems stark and

unconvincing. In the second sample she uses a more effective opening technique: she begins by focusing on Mr. Hughes' actions followed immediately by two supporting reasons for not cancelling recess. The apology after her signature is even stated more clearly, revealing an underlying assumption concerning the use of argument; it appears that to Maria, expressing argument in writing seems tantamount to expressing dislike. This could be a major barrier to her abilities to build a convincing argument.

SUMI

Narrative:
Pre-test

I woke up in the morning, looked out my window, and there on my lawn was a giant hot air balloon. That color is blue. and some peple is in there. I talk to hem "what your name?" he said "I can't tell you. you can call me A." "OK. A. where are you come from" "I come from. . . I don't no. I don't remember." "why". "I don't no." "what this." "this is a air balloon." "can I ride it." "yes." I call mom. "mom! I will go to sky. is it ok?" "OK. . ." "OK by-by." I and A is gone. mom said "are Sumi is crazy?" I and A is in the sky. That was fun to look down the city. I said to A "I want to go home now." "OK. you can take this home." He put the rucksack on my back. and push down. I'm fall of. but parachute is on my back. and I down to my house. mom said "Did you get fun in the sky? "yes. mom." and I'm fall in sleep.

Post-test

I woke up in the morning, looked out my window, and there on my lawn was a giant hot air balloon. I know a hot air balloon. But it was to big to see. There is no people in there. But many bird was in there. And I saw a white hair. It was my grandma and grand-pa. They said they came to visit my house. They go over a big and wide sea. I said "Can I ride your hot air balloon?" "Sure." I got in to a small basket with them. And I go over a green tree and sea. "Help!" The hot air balloon came fall. . .
"Wake up Sumi!" It was all dream in my chair.

There is a slight increase in length of T-unit in Sumi's post sample; but even more noticeable is a decrease in number of words from the first to the second test. Both stories have similar endings, the drama of falling followed by the relief of a happy result, but in the second she attempts to emphasize the drama by cutting all the action of the story with the fall and quick rescue. Ah, it was only a dream. The second ending, although abrupt, seems more effective than the first with its conveniently manufactured parachute. So, even though sample two is shorter, it is also more concise and clear than is sample one.

The use of conversation in #1 is also less effective than in #2. It leads the reader nowhere, seems to wander, and serves little purpose. In contrast, the few snatches of conversation in #2 serve a definite purpose and contribute to the movement of the story. So, although Sumi still has some difficulties with writing, she seems to show greater control over the narrative mode in #2 than she does in #1.

Expressive:
Pre-test

This boat is my father's. but this is too old to ride. and he gave to me. I call my friend with telephone. "Do you want to come to my house and play?" "Yes! I will!" Soon evryboby come. I said "Come! Let's jump on here! That will be fun." and we did. We jumped on the boat and jump and jump. That was fun. My mother come out. "OH." she said. But I did't hear that. Becarse I'm jump and thinking abot I'm flying in the sky. and play with bird and the friends too. "OH! hert!" and I fall. But really is I'm fall of the boat. My mother said. "It is too late you must go home now". and friend did. "good-by." "good by" I waved. and friend's wave back too.

Expressive:
Post-test

I am jumping on the boat with my friends. This is came from my father. He said "I don't need this very much. Becarse this has big hole." "I will get it. I could slide with it and make a hole to door and we can play house. and we can jump on it and we can imagine that we are in boat and swiming in the river!" O.K. you can have this." I was very exciting. Becarse I can call my friends and play what I said to my father. Everybody said they can come we got a good time every day. We didn't jump on them, becarse it will broke. One day I though "This will broke soon. and today is last day of vacation." So I decided to jump on the boat. The day finished. The boat broked. by-by good boat!

As did Maria, Sumi concentrated more in the narrative mode for this activity than in the expressive. And like Maria, she demonstrates her capability of using language to express strong feelings in some of her timed writing. See the excerpt below:

> I like cats. I love cats. my family likes cat except my mom and my mother's mother and father. in my dad's parents house there is a cat. but now she is to old so it dide. My father's dad and mom was so sad. But I like that cat very much. she was older then me. she was a good cat. I realy liked her. There is many kind of cats. I like the kind that my dad's dad and mom hase. I like cat and kittens. I love cat and kittens.

Although she fails to attempt to draw a reader into empathizing with her feelings in this timed-writing activity, Sumi is successful at expressing feelings. This involvement with emotions wasn't evident in her pre- and post-tests.

Explanatory:
Pre-test

You bring the dishes. and put it in this sink. and turn the water and hot water. If you don't like hot water you don't need. And take little soap and put it dishes. and brash it. if it get white you can put it in water. and take of that white thing. if you finished it you put it in dishdrainer. or you take the dishtowel and take of the waters. All the dishes must upside-down. and he did all. I said "Good job." "thank you by-by. I must go home now."

Explanatory:
Post-test

I saw a two man coming out of a funny circled space ship on my yard. They were so friendly so I invited for a dinner. We all ate good dinner. And my mother started to wash our dishes. And that to man said they want do what my mother is doing, with their hand. So I told them to how to wash a dishes with my hand. "First you will put water in sink, and put soap in the brush and brush a dishes with it. If you finished that, you will take the soap of with a water. If you finished that to you will put them on the drainer. And you will wait tell it dry, and put them in a shelfs. But put them in oldrer. Yes. That is right!" They said "We have to go now. Thank you very much." "By-By" By-By"

The post-test shows not only more consideration to detail in the explanation, but also a greater attention to describing a background for the action. As with Maria's post-test, we see a dramatic difference between words per T-unit if we consider the explanatory prose separately from the narrative:

Narrative 1	Narrative 2
16 words	84 words
3 T-units	9 T-units
5.3 w/t	9.3 w/t
Explanation 1	**Explanation 2**
77 words	79 words
10 T-units	6 T-units
7.7 w/t	13.2 w/t

Clearly the difference in length of T-unit indicates use of the more complex language called for by the explanatory mode.

Also of interest is Sumi's use of "by-by" and "thank you" as ending strategies. This is an obvious example of the carry over from spoken to written language. Not only do we use "by-by" and "thank you" as polite social amenities; but they serve a function of signalling closure as well. Sumi has apparently transferred this code of closure into her writing from her speech.

Persuasive:
Pre-test

To Mr. Hughes, from Sumi

Your idea isn't good. But some day I'm thinking like that. But if you do that that mean we can't go in the sun. And some childe must go to wolk every day. And their play time is only school recess. That isn't fair. And that childe will get no sun and sick. That all I can say.

Dear Mr. Hughes

I think it is not good for children. But you can make a recess little more short. But a recess is for resting head and make a body good. If there is no recess, that means no exercises and our body will be hard and our head will be crazy and we can't think any things. And sometimes we will not know the car is coming and get hurts or some things. So we all will say "WE NEED RECESS!"

from Sumi M_____

In each sample Sumi provides a reason for her disagreement with Mr. Hughes. In #1 she uses sickness from lack of sun, and in #2 she refers to health in a broader sense, of both body and mind. She has difficulty drawing sample #1 to a conclusion, ending with: "That all I can say." In sample #2 on the other hand, she brings closure by using her evidence to conclude that all the children need recess: "So we all will say "WE NEED RECESS!" (One wonders if she has recently experienced cheering for a school team.) The preference for a stylized ending demonstrated in her explanatory samples is shown here as well. Her difficulty with the task of building an argument is reflected in the wandering quality of both of these samples. It is clear that the persuasive mode was in many ways the most difficult for all three children. Certainly age could be a major factor contributing to this difficulty, since it has been shown (Britton et al, 1975 and Gardner, 1982) that narrative and expressive writing come earlier to children than do explanation and persuasion. But in the case of ESL children there may be additional cultural factors

influencing the observed difficulties with persuasion.

Deciding whether age is a more major factor than culture depends in large measure on how strongly the culture accepts or rejects arguments from children. This would be difficult to determine unless a culture-free comparison group could be found, and unfortunately no such group exists. A more possible study would involve comparisons of persuasive writings from several different cultures including samples from cultures which allow children the right of persuasive argument. Such a study is beyond the scope of this paper; however, in examining the three samples from the children in this project, it is apparent that all three of them, regardless of cultural differences, had difficulty with persuasion. This would indicate that perhaps age is more predictive of ability to persuade than is culture.

CARLOS

Narrative:
Pre-test

I woke up in the morning, looked out my window, and there on my lawn was a giant hot air balloon. People were in the balloon. They invite me to go with them. We cross the ocean. We went across many states like Arizona, California, Los Angeles, and New York. We could see many things like buildings houses and people. It was beautiful from there We went at cold states, hot states, and warm states. The other day many people was waiting for us. My mother gave me a present. My mother kiss me and I kiss her back.

Post-test

I woke up in the morning, looked out my window, and there on my lawn was a giant hot air balloon. The people asked me to go with them. I went to mom's room and I asked her if I could go with them. My mom said that I could go with them, but I had to be real careful. Then we went up on the hot air balloon. There were five people including me. One boy, two women, and three men. We went over many countries. At last we landed on Costa Rica. I went to my grandmother's house because we landed right on my grandmother's roof. After that we went to visit some people in other countries like Argentina, Brazil, and Uruguay. At last we were on our way back it took us one week til we came back and my mother was real happy to see me. I gave a big hug to my mother, my father, and my brother.

Carlos introduces more action in the second sample, in addition to including more characters; he still fails to describe either the action or the characters in very great detail however. It is evident from these two samples that he has little difficulty with the mechanics of English, and that he appears to have a good grasp of the form of the narrative.

Expressive:
Pre-test

Playing on a boat

I feel happy when I play games. It was fun because the boat was my father's. I knew my friends when I first came to live in this place. All of my friends were in the same school that I was. They were in my class. I talked with them a lot of times. We made a club. One day we decided to jump on a boat, but we couldn't because we didn't know where we could find a boat to jump on. One day my father bought a boat. but the boat had a hole and it turned up-side down. We decided to jump on it so we asked my father if we could jump on it and everyday we met in our club and went to play with the boat. the first boat my father has broke so he bought another one.

Post-test

One day I was walking along a path when I saw some kids jumping on an overturned boat so I stopped and sat down to look at the children. After a long time I saw them telling a secret to each other. After they stopped they went away so I went to the boat and started jumping. Then the kids came running to the boat so I got off, but they told me to stay and play with them so I stayed and everyday after school we met there and jump.

It is a parent that even though the length of T-unit increased from sample #1 to sample #2, Carlos described his feelings more in the first than in the second selection, thus the pre-test approaches the expressive mode more closely than does the post-test. As with the other two children, however, Carlos demonstrated greater ease with expressiveness in some of his timed-writings than he did in either of these samples. Consider the following excerpt where he ponders his role in an upcoming classroom project called market place.

> I think market place is going to be fun because you sell real things and you buy it with fake money. I feel a little scared, but I think i'm not going to sell anything because i don't know what to sell I might just buy things because i will be paid for helping making the money like tracing it so you can tell what number it is and I also cuted it so i think i'll just buy things. I wish I have something to sell but I do not have anything.

The inability of this activity to elicit writing expressive of strong feelings from three children who had demonstrated a capability of writing expressively elsewhere led me to question the effectiveness of this activity as a pre- and post-test for expressive writing. To determine if this difficulty was peculiar to these children or had also been present when the NAEP used this test, I returned to the reports of the 1974 national assessment of writing to examine samples from the children who participated. Consider these two excerpts from the national sample.

> #1. I am going to tell about if I was on the top of th boat. playing. one day me and my friends went playing there were six of us and we wanted to go down to the lake and so we did we went Down to the lake and we saw a boat and it was tiped over and they wanted to go play on it and so they did But I told them not to But they didn't listen so I Just went on walking But then Sandy Shelly Sherri Kim and Renee called out to me and said hey Lori come on so I went over there and said ok But just for a Little while and so I Just played for a little While and then I said I am going to go home now and I said to my friends hey you guys are you comeing
> and they said ok and so we went home and we heard something and the boat fell in and they ran to see what happend and I said to them see If you didn't come you would of been in the water come on I said lets go home and so we went home and they never went down by the lake by there selves and neather did I. (p. 26, NAEP Report)
> The end (9 year-old's response)

> #2. My son Joe was not very good when it came playing with other children. When I saw him jumping on the boat with all the neighbor's kids it gave me a good feeling inside. They were imagining themselves sailing with a pirate ship and they just hit a big storm with waves cracking over the ships stern and sailors loosing their balance and stumbling all over the deck Then I realized something that took that good feeling right out of me. Joe really wasnt playing with the other children as I thought, he was pretending to be part of it but he was really sort of allienated from the rest. He was trying very hard to join in with the fun but was just ignored. I felt like running over to him and pulling him away from them before he was old enough to realize he wasn't the same OH why couldn't he have been a

> girl, a beautiful, foolish, girl. It's not so bad for a girl to be a fool, in fact it's the best thing she could be, so she doesn't see all the hurt and pain around her (p. 31, NAEP Report).
>
> (17 year-old's response)

It seems clear that selection #2 is more expressive of strong feelings than is excerpt #1, and that #1 seems to be concentrating on the story, on 'what's going on' much more than on the feelings involved in the situation. In examining the samples included in the NAEP report, the only students who were able to enter the world of the picture enough to become truly emotionally involved with it were seventeen years old. Since the national assessment was aimed at children ranging in age from nine to seventeen, it was appropriate that a task be devised which taxed the writing abilities of all students, including the oldest. However, because this activity was intended to elicit expressive writing from elementary school students, and to demonstrate their full potential to write expressively, it may have been inappropriate to use the NAEP test in this situation.

The use of a more immediately emotionally charged picture is probably called for. Although all three participants had experienced boats and beaches before, jumping on an overturned boat didn't make immediate emotional impact on them as much as a picture of a fire or a caged animal might have.

Explanatory:
Pre-test

Doing Dishes

One day I saw a spaceship coming down once it landed right in our back yard. In the night he came to our house and we knew he was nice so we invite him for dinner. When we finished he wanted to do the dishes. He didn't know how to do the dishes. My mother taught the alien how to do them. "First" she said, "you take the dishes, and put them in the sink, then you turn the faucet "What is a faucet?" he asked. "It's that thing" she said, "then you get the sponge and pass it on the dish, after that put the dishes in the drainer." When he finished he went back to his planet and everybody knew how to do them.

Post-test

How to do the Dishes

One afternoon I saw a space ship landing in our back yard to see it closer. Then two men came out of the spaceship. I didn't know if they were friendly or not so I went outside. They talked to me in english. I thought they know only english, but they knew almost all languages. I told them to come in, We invited them for dinner. When we finished eating he wanted to do the dishes, but there was one problem. He didn't know how to do the dishes. So we told him to turn on the faucet then take the sponge and some soap now put some soap on the dishes and scrub them with the sponge then when you finish wash them and put them on the dish drainer. Now he knew how to do the dishes and he could teach their people. We let him spend the night with us and he stayed for about a week. then he left and we hope that he would teach his people how to do the dishes.

Rather than expanding the explanatory portion of his writing, Carlos seems to have further expanded the narrative part. This could be a direct result of his dislike, and consequent avoidance, of the task of dish doing. Here is an excerpt from a timed writing activity that expresses his feelings about doing the dishes:

> I don't like to wash or anything with the dishes. We have glasses, plates, cups, spoon, forks. I don't like to wash the dishes because I like to go out and play with my friends. I don't like to wash the dishes because I can see television, or draw something, or play with my brother. . . we use to have a dish washer but we don't have one now because my mother does like to wash dishes.

It is clear that Carlos is content to leave the dish washing to his mother. He did say that he had done dishes before and knew how to do them. In spite of his dislike for doing dishes, when the explanatory portion of his post-test is separated from the narrative portion, there is a large difference in number of words per T-unit. This was not the case with his pre-test.

Narrative 1	Narrative 2
78 words	136 words
9 T-units	17 T-units
8.7 w/t	8 w/t

Explanation 1	Explanation 2
48 words	42 words
7 T-units	3 T-units
6 w/t	14 w/t

In his post-test Carlos demonstrates, as did Sumi and Maria, an increased use of longer T-units to explain a task than to narrate a story.

Persuasive:
Pre-test

Dear Mr. Hughes:

I wouldn't want to be without any recess because we would tell our parents and they would want to come and talk to you. I disagree with staying without recess. I know my mother will disagree because she would think that school would be too hard for us. We should have recess because we can play and rest.

Sincerely,
Carlos

Dear Mr. Hughes:

I don't think its a good idea to cancel recess because students would be tired because they need time to rest and play because after school the students would be real tired and they wouldn't be able to do homework and things like that. We all need to do exercise and if we didn't do any exercise we will never get a chance to do it at school for the rest of the year.

Sincerely,
Carlos

In sample one, Carlos resorts to greater authority. . . "we would tell our parents. . ." In sample two, he attempts to provide evidence to support his argument by describing the effect cancelling recess would have on student lives. He expresses two major reasons for concern: 1) without time to rest and play students would be too tired to do homework; and 2) everybody needs

exercise. Unfortunately, Carlos lacks some of the connective vocabulary he needs to express such complex ideas, and his use of multiple 'because' phrases makes his argument more confusing than anything else. Once again it is clear that persuasion is the most difficult mode of discourse for these students.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Progress was observed regarding the four basic goals of the program, and several worthwhile writing activities were developed. The children seemed to enjoy the program, their vocabularies increased, their verbal and syntactic fluency increased in some areas while remaining fairly stable in others, and they appeared to gain a greater awareness of different purposes for writing.

The first two goals had no objective measure of success. The third was evaluated in terms of number of words and T-unit length. In addition to these two measures of fluency, the fourth goal was evaluated in discussion form since it was felt that intent by the author, of particular significance to development of purpose in writing, could best be investigated in prose form.

In the timed writings, consistent sequential growth in verbal and syntactic fluency throughout the semester was not demonstrated, but variation in style according to purpose of writing was evidenced. In the pre- and post-tests all three children showed some progress. Sumi demonstrated an increase in number of words for the expressive, explanatory, and persuasive modes, and an increase in T-unit length for all four modes. Maria showed growth in number of words for the narrative, explanatory, and persuasive modes, as well as increase in T-unit length for the expressive and explanatory modes. Carlos evidenced growth in number of words in the expressive, explanatory, and persuasive modes, and the length of T-unit increased in all areas. All three children showed general improvements in ability to describe an activity in detail and to bring a narrative to closure. At the same time all three seemed

to have the greatest difficulty addressing the persuasive mode.

A secondary aim of this project was to explore the acquisition of skills by second language learners, and in light of the results discussed above, certain observations can be made about the process of writing by ESL children. As with native English speakers (Britton et al, 1975 and Gardner, 1982), the expressive and narrative modes appear to be acquired earlier than the other modes of discourse described by Kinneavy. With instruction in five of Shaughnessy's seven 'ways of thinking', their abilities to address the explanatory mode through clear detailed description did indeed improve. Similar progress was not evidenced in the persuasive mode. Growth in this area could perhaps be encouraged through instruction in the last of the seven 'ways of thinking' (This is my opinion), along with greater instructional emphasis on "This is what ought to be done." It is important to remember, however, that any instruction in thought processes, if it is intended to affect writing skill, must be directly applied by students in a writing situation, since it is the interaction between writing and thinking which most directly affects improvement in the writing process.

When considering the writing process of these three children, it is also interesting to note that the syntactic patterns in the timed writing exercises didn't appear to vary a great deal from those of the more formalized writing activities. Greater repetition of words, phrases, and sentences was apparent in the timed writings, but such a result could be expected due to the nature of timed writing itself.

Discussion of Limitations and Recommendations

As stated in the introduction to this project, the first major limitation was lack of time with the children, which prevented in depth attention to several desirable writing activities, particularly to post-writing. It is

highly recommended that more time be spent with the children on developing writing skills than was possible here. Perhaps the best way to accomplish this recommendation would be to include writing in the regular classroom program rather than have it taught by either a volunteer or the ESL specialist.

There are several reasons why the classroom is a better place to teach writing than are small ESL classes. The disruption of being pulled from the classroom may do more harm than good to ESL students, since these children benefit a great deal from involvement with monolingual peers. And, although this program does integrate the language arts to some degree, an even more integrated approach would be even better. Listening, talking, reading, writing, and thinking are not separate skills, and the more aware children are of the inevitable interconnections among them the better prepared to competently cope with all of them they will be. These ESL children had a good grasp of oral language skills, which must be the initial focus of a second language program, but once children feel somewhat confident with oral language and listening skills, providing writing instruction along with reading instruction could be beneficial in providing practice in thinking and re-thinking their ideas in English. The special capacity of writing to focus thinking could be best capitalized upon if the children could participate more in post-writing and peer-editing activities. As long as the atmosphere is positive and supportive, the involvement of young writers with one another in the task of group editing can be a rewarding learning experience. Due to the short amount of time they had with me, the children really couldn't pick up their work for re-examination freely, as they could if the writing program were part of their everyday activities.

Since these children could greatly benefit from peer group interaction, an integrated approach to the language arts, and involvement with peer editors,

I recommend that the optimal approach for them would be to include writing in their regular classroom activities. Although a pullout system for teaching writing is second best, it is still superior to little or no attention to writing skills at all, and in fairness to the classroom teachers, it must be recognized that their schedules are already too full. The busy schedule of the teachers becomes a limitation in itself, and it may well be that the limitation of lack of time has no ideal solution.

The second major limitation mentioned in the introduction was the small size of the group. In some ways this was also a major positive aspect of the program because it allowed us to get to know one another well and to work closely together in an individualized situation. Group size was a limitation to the project in that it is difficult to assure that activities developed for such a small group would necessarily transfer to a larger group, particularly a group of both native English speakers and ESL students.

The lack of native English speakers also had negative and positive aspects. A disadvantage of such a group was that the ESL children had no direct and immediate access to monolingual peers, so they had only one adult to provide a language model. The positive side of this arrangement was that the children could feel relatively unself-conscious about making errors.

The third major limitation, an inability to determine a distinct cause of gain in writing skill, remains a stumbling block to the 'proving' of this project. There seems to be no easy solution to this problem, however, and we can only conclude that the children did indeed evidence growth in writing skill. We cannot prove that this project was the only or the major cause of this growth.

Evaluation

There are certain aspects of the project that should be modified for future use. The most apparent criticism is that the test for the expressive mode needs to either be reworked or replaced. Jumping on an overturned boat just didn't seem dynamic enough to elicit strong feelings. In addition, if at all possible, the children should be encouraged to write daily in journals, and to revise their work. Through daily writing practice, their fluency would undoubtedly increase, they would gain greater facility with language structures, and they would perhaps begin to uncover a greater sense of self-discovery in writing. The project also needs to be expanded to include more activities with all seven ways of thinking. And finally, if enough judges can be trained, evaluating writing growth in the manner described by either Charles R. Cooper or Richard Lloyd-Jones is advisable.

The results of this project indicate that combining thinking with writing activities could be a promising approach to teaching writing, as well as the other language arts. Although no one approach should be adopted as 'the answer', this project could indeed provide a viable framework for furthering the development of writing skills by ESL students.

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APPENDIX A

Carlos--Timed Writes

1. Apple (22 words, 3 T-units, 7.3 w/t).
The apple is delicious/I like the apple's taste because it tastes like I don't know/but I know that tates good (2 minutes).

2. Balloons (46 words, 6 T-units, 7.6 w/t).
We use balloons in partys because we can play with them/It feels squeaky/ there are different kinds and colors of balloons/Balloons can pop/When my balloon pop I don't like it becaus I would not have a balloon/I have a balloon at Rosauers (3 minutes).

3. Winter (62 words, 6 T-units, 10.3 w/t).
Winter is fun becaus we can play with the snow/We can make thins like snowmans forts and a lot of thing more/Winter is diferent that in my country because it only rains/it doesn't snows. winter is fun because you can play with the snow/We can make things like snow men, forts and a lot of things more. winter (3 minutes).

4. (69 words, 9 T-units, 7.6 w/t).
I did a lot of thing/first I woke up/then I put my cloth on/then I ate my breakfast/I walked to school with a friend./We played before the school started./I ate for breakfast cereal, milk and brea with peanut butter/ then I worked in art we made little mans out from bottles, paper, and tape./We worked in Math correcting our test from Monday (4 minutes).
Note: All the rest are 4 minutes.

6. Dishes (91 words, 8 T-units, 11.4 w/t).
I don't like to wash or anything with the dishes./We have glasses, plates, cups, spoon, forks./I don't like to whash the dishes because I like to go out and play with my friends./I don't like to wash the dishes because I can see television, or draw something, or play with my brother./I don't like to wash or anything with the dishes./We have plates, forks, spoons, cups,/we use to have a dishwasher/but we don't have one now because my mother does like to wash dishes.

8. Costa Rica (95 words, 9 T-units, 10.6 w/t).
Costa Rica us diferent from the United States because it's too little./ but we can play a lot in the beach./My grandfather has a house in the beach/and almost every weekend we go there./We take balls bats food all kinds of toys we have to play in the sand./On day a ship came and landed in the beach/the next day there was many people taking things out from the ship./We got som flags and things like books,/but there were no more things left when I went in.

9. (104 words, 13 T-units, 8 w/t).
I saw many things different because the airport was too little./In Los Angeles the airport is big and we almos got lost./I saw not many people/ but the first man I saw was my father./We rent a car to go to our apartment house the other day/I came to school/I felt strange because I didn't know many english./My teacher gave me a test/and I got a hundred./My firs friend I had was Bill/he's my best friend./I want to be in the cub scouts/ but firs my mother has to talk with my friend's mother.

10. Holidays (100 words, 10 T-units, 10 w/t).
Holidays are fun/but almost every year we get to make things like presents gifts many things with a lot of thins/I like when its boys and girls day because our parents make presents for us./Sometimes they dont/but most of the time they make a present./We don't like to makes presents for our parents,/but we have to/some times they don't recieve a present/but our father give us money to buy something for our mother./One day my mother forgot how to make something for my present so she brought a thing for that.

11. The Magic Carpet (121 words, 11 T-units, 11 w/t).
One day I saw a magic carpet going down,/but it landed on my window./I saw a sign that said that that carpet will take yo anywhere you want,so i decided to go to my country./In my country I like to go to many places,/ but i didn't know which one. so I decided to go to the beach with my uncle./We all went on the carpet./When we got there we all went to play at the water./We saw a ship on the beach/we went in it/we found a lot of thins like flags books and traps/but what i kept was a book which i have at my grandmothers hous right now.

12. What I do in Spring (108 words, 12 T-Units, 9 w/t).
When it's sunny outside I like to go play football with my dad and my little brother./I always feel hot/and my skin gets red when the sun shines too much./I alway play something/I don't know why/but I have to play with or with something/I don't have lots of friends in Steptoe/but I look for someone to play with./I don't like to play with girls because they can't play football, or another games that boys like to play./my mother tries to play football/and she almost is as good as me/but my father doesn't know how to play football.

13. Scubadiver (88 words, 8 T-units, 11w/t).
The diver goes under water exploring underwater/many people like to explore under water because they can find things like treasures/One day at my country Costa Rica a man went underwater/and he found a ship with lots of coins of different countries/this man was our friend so he gave us some coins/We sell the coins to the museum/and they gave us money for them/My parents gave me some money so that I could by anything I wanted like toys and different things.

14. Shoes (85 words, 17 T-units, 5 w/t).
My shoe is blue with white stripes/it has shoelaces./The shoelaces are tied./it looks old/but it isn't old./I got it about 4 years ago./Shoes are different/There are many kinds of shoes like tennis shoes and lots of other kinds./The shoe is red/it doesn't have shoelaces/but it has a band/ it has an umbrella./This other shoe is black/it is new it/has a band too./ This shoe is brown/and it also has shoelaces untied.

15. Football (101 words, 10 T-units, 10.1 w/t).
I like football because it is fun to play./I always play with people in my class/but sometimes I play it with friends./If you want to know how to play football and you don't know how read this intrutions./first get in a position whatever you like best./If you're quarterback you tell the whole team the play that you're going to do./get in the position then somebody will throw the ball to you/many people will run for a pass/and you throw the ball to somebody that is open/he will run to make a touchdown.

16. (104 words, 7 T-units, 14.9 w/t).
When you play football its fun because there are different kinds of things that you can do like run, throw and catch./Some balls are soft/ but a lot of balls are hard./When you throw a ball you have to know how to throw the ball/and you need to know how hard you have to throw the ball because if you throw it too hard the receiver might not catch the ball./So you have to practice a lot to play football and to be good at it/you need a coach or somebody to teach you how to play football good.

17. Math (102 words, 4 T-units, 25.5 w/t).
Math is fun sometimes because we get to play and do things/we also get to learn many things we didn't know like the way you divide here is a lot different than how we write and divide in our country./I learned how to divide in two different ways how to divide here and how to divide in Costa Rica./I also practice my time tables my harder times table is 12 times 12 and twelve times one times two times three, times four, times five, times six, times seven, times eight, times nine times ten times eleven and times twelve.

19. Myself (69 words, 9 T-units, 7.7 w/t).
I got two eyes and two ears/I got 20 fingers with 5 fingers in each hand and 5 toes in each foot./i'm almost as tall as my grandmother, but my grandmother is taller than me/I got green eyes and two hands and two feet/my hair is brown/and im tall but not too tall/I got long legs and short/i weigh about eighty pounds.

20. Market Place (93 words, 8 T-units, 11.6 w/t).
I think market place is going to be fun because you sell real things/ and you buy it with fake money./I feel a little scared,/but I think i'm not going to sell anything because i don't know what to sell/I might just buy things because i will be paid for helping making the money like tracing it so you can tell what number it is/and I also cuted it so i think i'll just buy things./I wish I had something to sell/but I do not have anything.

21. (112 words, 10 T-units, 11.2 w/t).
Once a man tripped over a rock/and he thought the other man did it so they got in a fight/the dogs were fighting too./One of them started to run/and the other one was after him/he went everywhere/they went in a church and out/one man went to his house and came out the back door so they were so tired that they sat on a bench one looking one way and the other looking the other way/one man got an idea because if they say sorry to each other it would be better so one said "sorry"/and the other one said "I sorry too"

23. (97 words, 8 T-units, 12.1 w/t)
Once I bought some stuff to make bubbles/and I started making bubbles/I made a cat a dog a car and lots of other things so I went to show my friends what I bought so they decided that they were going to buy some too so we started to make things and animals/we also played animal fight that you make animal bubbles/and the animal that pops first looses/I won lots of times but then we started a fight/and when we finishe we threw it away/and we never bought some again.

Sumi--Timed Writes

1. Apple (16 words, 3 T-units, 5.3 w/t).
   Apple is very smot and smove./but some time that is bad tast./I like red. (2 minutes).

2. Ballum (40 words, 8 T-units, 5 w/t).
   I like ballun./that was fun to play with it./but I am scar it./if I bump it. That will crach./my eare will hart./I like red ballum./red is my beast caral./I thenk ballun is fun (3 minutes).

3. Winter (46 words, 7 T-units, 6.6 w/t).
   I don't like winter./but I like snow./Winter is codd and no butfly in the grund./but I like snow./snow is cool and whit and pretty./and you can make snow man. or some thing like that/Little children will play mother and father (3 minutes).

4. Today (32 words, 5 T-units, 6.4 w/t).
   Today I'm wark up 7:30/and I ate breckfast./breckfast is egg and rais. and vegitavls./and my friend come and pic up me./and I and friend go to more friend (3 minutes).

5. Sea Shell (60 words, 11 T-units, 5.5 w/t).
   The shells are preaty./some of them is red./and it is not same./It is defrent./and some of them come from river./some of thm come from sea./ and some is frat, tall, twist,/I like a twist one./I have many shells in at home./I by it at store./some is I found in the bech (4 minutes).
   Note: All the rest are 4 minutes.

6. Dishise (56 words, 6 T-units, 9.3 w/t).
   Dishise is has many kind. and many carals./I like yerow one./my mather like yerow one too. becarse yerow things will make things looks like prety./Dishise has many kind. yerow, red, blue, green, orenge like that/ I like yerow one best./and my mother like yerow one too. becarse yerow one make tings many. . .

7. (101 words, 11 T-units, 9.2 w/t).
   I like school. But some tim not./I like to play with friend and make a friends too./I like too read the book and wolk./If I didn't go to school. I don't no how do the wolks. and no friend/that isn't fun,/I like school very much./I like school. But sometime not. I like to blay with friend and make a friends too/I like too read, the book and wolk./If I didn't go to school, I don't no how go the woks and no friend.

8. Japan (72 words, 10 T-units, 7.2 w/t).
   Japan is very small I rand/But many peple live in there. tokyo is very no Big/but everybody no where it is./and I live in there./there is many things and prety./But in here has many Hill forest like that/But in Japan's tokyo dasn't have eny./and there is too loude noises and smoks/ it is not good for every boby/I don't no why. pepol wants live in there.

9. (84 words, 12 T-units, 7 w/t).
In here I saw brown something I thinking it is a sand. all sand./and my school is near to my house?/is friend is/there is here is many car, and bilding, and noises and/that airplane is fly down and up and down and up like that/airplane is allmost fall/and I feel bud and bud./If I get down. It is very hot./I get hot hot hot. . ./the airpout is very smoll./ and I suprised./It is very hot.

10. Holyday (88 words, 15 T-units, 5.9 w/t).
I have holydays, boy's and gilrs, and father's and mothers./That is very fun/it is very fun./I like it./in holyiday we have something that only that day we put something./I have holydays. Boys and gilrs, and dad's and mom's./it is very fun./But sometime it is not fun./But I like holyday./ I like it very much./I like it very much./I like it very much/I like it very much/I like it very much./I like it very much/I like it very much/I like it very much/I like it very much.

11. Magic Carpet (73 words, 14 T-units, 5.9 w/t).
I have magic carpet./I want to go to my grand ma and gran dad's house./ "fly magic carpet fly."/The majic carpet fly/and it went grandad and ma's house/it is a buartiflu day!/I have a magic carpet/I want to fly to all country go!/The magic carpet fly/and it went to my friends houses./And it went to techars houses./And it went too farm./And it went many citys and many countrys./It was good day for me.

13. Scubadiver (80 words, 10 T-units, 8 w/t).
He is good man./diver is the man./He is feeding some things to fish. so the fish don't need to get fish./The ocean is big and wide/it's hard to get deep in the sea./It is not fun./But sometimes it is fun./The fish no him./When they saw him, They will come and swim with him./It is fun to feed fishes./But sometime big and bad fish will come and eat all of fish.

14. Shoes (84 words, 14 T-units, 6 w/t).
Shoes have many kind./My shoes is easy to take of and put./I have many shoes./But your favred is only one./That shoes will soom dairty. and ugry./But it is good things./I think shoes have many coris./ Blue, red, pink, green, grey, Many coris/it have stripes/sometimes Band it is all diffrent./Some were big, some were little./It is very diffrent./Shoes have many kind./my shoes is easy to take of and put./I have many shoes.

19. (73 words, 14 T-units, 5.2 w/t).
I have two eyes. fingers and legs, arms, 1 head, many hairs One nose/I have many things./I have mouth./I am brown little./But really I must be little yellow./I have brown eyes./I have smooth mouth and some teeth./My teeth is white./It is shineing./I love my teeth./my legs is fat/and I can swim good,/I like to play, and work./it is good.

20. Cat (93 words, 13 T-units, 7.2 w/t).
I like cats./I love cats./my family likes cat, except my mom and my mother's mother and father./in my dad's parents house there is a cat./but now she is to old so it dide./My father's dad and mom was so sad./But i liked that cat very much./she was older then me./she was a good cat./I realy liked her./There is many kind of cats./I like the kind that my dad's dad and mom hase./I like cat and kittens./I love cat and kittens.

22. Paddy Pork (78 words, 11 T-units, 7.1 w/t).
The worf thought "I will put him in this pot with hot water and eat him./ It will be a good dinner."/The pig was sleeping/he feeled a hot things so he opened his eye./He was all most falling down in the hot pot./He tired to get out./but he can't/why? he thought./becarse the worf was holding him tightly./"Oh help. What is the mater./I must go away from this bad worf/

23. (99 words, 8 T-units, 12.4 w/t).
I made a elephant that is nice/and I ride on and fly in the sky./it will be fun./I will call a friends and blow a boat. cat house plane all over wrold./and I will pop all of them and make a buble maker's water./I make a elephant that is nice and ride on and fly in the sky./I will call my friends all people/kids will rid on him and fly to rainbow and slide down and ride and slide and ride and slide and ride and slide and ride and slide.

Maria--Timed Writes

1. Apple (28 words, 5 T-units, 5.6 w/t).
Apple is good/I like to eat apple./In inside of the apple there is smooth./ Apple has seeds too./When you tasted an apple there is delicious (2 minutes).

2. (42 words, 5 T-units, 8.4 w/t).
I like to play ballons./My ballons has hellow, blue, red, green, purple color./Ballons are squeaky, scarhs(?), and ballons need air too. Because when ballons does not has air and the ballons can't bigger and can't fly./And I saw ballons (3 minutes).

3. Winter (65 words, 8 T-units, 8.1 w/t).
Winter is cold, and white and smooth./I like winter, because we can make a snowman or a pictures./I have a picture, when I making a snow man. The eye from carrot and the mouth from leaf./I use my brother's hat and saft./I like winter, and snow./Why?/Because in my country there is no snow in there./Snow is pretty, beautiful (3 minutes).

4. (86 words, 13 T-units, 6.6 w/t).
I woke up in the morning/and I go to shower/after shower I comb my hair./ And I go down the stair for breakfast./My breakfast is rice. drink juicy, chicken etc./I go to my friend house/and we all together walk to school./ On the way I see a white snow./I like went snow is came./I play a sleigh down the hill/and I saw Reiko,/she is play too/We happy fun went snow is came./I love snow (4 minutes).
Note: All the rest are 4 minutes.

6. (82 words, 11 T-units, 7.5 w/t).
I like to cook./In my country I'm not cook, because I have many aunt and countsen./And I can go play with my friend/but in here I can't go to play/but sometimes I go to play to go play to go play/I like i like to go play to go play/I have many friend name is Nuyie./Nuyie is my best friend./she in the 8th grade./My friend name is Nuyie./She in the 8 grade.

7. (81 words, 8 T-units, 10.1 w/t).
In school I like to study, play, sing a song, reading, and many thing./ In school I have many friend./My best friend is Andrea, Hyunnie, Erica, Heather, April, Tammy, Lima, Krissie, Becky, Laura, Cladys, Claudia./I have fun in the school./I have a teacher she name is Mrs Parkman./I like Mrs Park man, because she is pretty teacher./And went it's time to lunch we go to the lunch room./I like all teacher example Mrs. Leach.

8. Indonesia (64 words, 9 T-units, 1.1 w/t).
I live in Indonisia./There are many mountain, river and island./The capital of Indonesia is Jakarta./In Indonesia there are many kind of fruits example durian, manggoe, rambutan, papaya, banana./There are many kind of flower example anggrek./The place to vacation is Toraja and Bali./ There are same with Hawaii./And we had president too./The name of president is Suharto.

9. (77 words, 10 T-units, 7.7 w/t).
When I came here. I saw many airplane and wheat./And it is cold outside./ My family said "that is a good place in here"./I saw many people too./and they nice to me./One different is, in here we drink water from sink/and in Indonesia we must put it in the stove/and after that we drink./I like live in here./Because everybody is nice to me. And never fight to each other.

10. (82 words, 10 T-units, 8.2 w/t).
I have a holiday in my country like Cristmas, New Year, Indepence day, Easte, holiday./I like when I have holiday./But I don't have thankgiving, Halloween. Girl state, boy state in my country./I have a holiday in my country like Christmas, New Year, Independence day, Easter, holiday./I like it./I like it./I have holiday and we can rest./But I don't have selebration in my counrie./I like it./I like holiday party/and we can play together.

11. Magic Carpet (111 words, 14 T-units, 7.9 w/t).
One day I saw a magic carpet in front of may door./And I decided to go to some where with my magic carpet./I asked my mom if I can go with my magic carpet./My mom said yes/and I can bring a cakes and fruits when I hungry./I go with my magic carpet./I saw many houses, ocean, iland and People./I landed in the park/and I saw many different thing./the houses is different/and the people is different/they people is happy when he saw me with the magic carpet./The people gave me a fruit/but I don't know what is name.

12. (102 words, 15 T-units, 6.8 w/t).
I likes when it is spring./And the sun is came./And it is hot./But I like it./I can play skateboard with my brother and friends./I like play skateboard and basketball/we have fun when we laugh and play and help each other./I love sun/and I wish if the flowers is came I can give to my mom/and put it in the dining room./This is same in my country./In my country it is too hot./I don't like play in my country/but in here I love sun/ and we can't use coat anymore.

13. Scubadiver (91 words, 12 T-units, 7.6 w/t).
My aunt was a scubadiver./He likes to swim in the ocean./One day he brough shells and starfish for me from the ocean./And he brough a shells with an animals in it/and I and my brother play race with the animals./ My animals always win./One day the animals are died/and I through them away/only the shells I keep it./My mom has 5 big shell./I don't know were it came from/: Maybe My mom buy and I collector the shell and many different color.

14. Shoes (84 words, 11 T-units, 7.6 w/t).
I have 5 shoes/and I like one best./They have shoes lassies and have 2 different color stripes. are brown and dark brown./The shoes lassis was untie./The has dark brown in the back./And the soil is not new because I use every time./Inside the shoes has stripes in it and dirty./The models is good and made from Trax./I like the shoes made from trax./The shoes has a sowing in it./And inside there write many trax.

17. Camping (110 words, 15 T-units, 7.3 w/t).
I going to camp./It was fun at camp/and I get sick/my eyes was red/ and we goint to fishing/I did not got any fish./My friends got 4 fish./I going to climb the mountain and eat a plants around the mountain./My cencel name Sharon./We have a camp fire and sing a song./We play together with my cabin./My cabin is #10./There is 9 people in our cabin./My cencels is so nice and like to help us./Dr. Magaret came too.

18. (70 words, 10 T-units, 7.0 w/t).
There a star it round./It has many color and has design on it./it was a neclace pin./It nice to wear it/and you can make it from clay/and after you make you can paint in different color./It can be a star, flower./It nice./Mrs. Liz has that because she was made that from clay and show that to us./I like to see that.

19. Myself (71 words, 12 T-units, 5.9 w/t).
Hi my name is Maria _____ _____./I has two eyes, one nose, two ears./I have brown hair./I has 10 fingers./I have a parent and 3 brothers./I like to eat fruit, grapes, oranges and pineapple./My favorite food are rise, chikens./My favorite color is red and blue./I have many friends./My best friend name is Andrea./My teacher's name is Mrs. Parkman,/she is nice.

20. (85 words, 10 T-units, 8.5 w/t).
Today I was playing with my friends./Her name was Tina, Maria, and Lima./We play ball when is recess/the name of the game was story time./ Example:
Once upon a time there was a little girl. Who live in the woods. With her father and her mother and her sister./She doesn't like everybody except for her doll./
We have fun play the game./It is funny/and I like it./I like to play ball with my friends, Maria, Lima, and Tina.

21. The gold (93 words, 8 T-units, 11.6 w/t).
Two man was fight each other,/they did not like each other,/they fight because they want a little rock of gold./They do not want to talk to each other./And their dog do not like it the man was fight, so the dog tried hard to help the man get together./One day one wise man came and ask what was happen/one man told about a little rock of gold so the wise man has idea./He get a ax and make a gold half and give to each man.

22. Paddy Pork (77 words, 8 T-units, 9.6 w/t).
Paddy Pork was sleeping/and the wolf get a pot/and he put the pot on the fire and get Paddy Pork on the pot/and the wolf put a vegetables so that be derisis/and he can eat Paddy Pork like he eat a soup./The wolf put pat's cup on the pot/and he waited until the soup was ready so he can eat the paddy Pork./Paddy Pork was crying and called Help Help.

23. Bubble Bubble (106 words, 10 T-units, 10.6 w/t).
One day I see a bubble/and I need to know where it was come from so I get on a box/and I see a man who was making a bubble/and I see a big sign "Magic Bubble only twenty five cents" So I buy one of a bubble./I walking down the street/and I making some of a buble/and I was making an elephant, snakes, cat, mouse, airplane, vase, boat, doll, book, dog, and many thing./Because my bubble was all gone so I through it away/ but I like to play with bubble./I wish it was a true story.

APPENDIX B

Sumi--Draft #2

Japan

Japan is a very small country. But many people are living there. Tokyo is Japan's most crowded city. Many people live there. And there are many buildings. One thing that is not good is that the air is all bad smoke. And there are many cars and loud noises, and all the houses have small rooms, or people live in apartments. But sometimes you can buy a house. But you must have much money. And children must ride on a bus or a train. If you want to get down, you must wait for the next station. Some schools have uniforms, if you are in uniform's school you can't take any jewelry. And the only thing you can wear is a uniform. You can't eat any things. You can't take your mother's made lunch. But if you are sick and you need a made lunch, you must tell teacher and if teacher said OK you can. And if your legs or arms hurt a little, you still need to come to school. And every day you will have much home work.

My favorite thing was a cat. Her name was Yoso. That cat came to my house every day. She would get somethings to eat and play and then go to another house.

Carlos--Draft #1

Costa Rica

My country is not too big, but some parts are beautiful. In the beach is fun we always go there. What I like best is the statue of Juan Santamaria. He was like a hero. I like the White House because is big. I wish I could live there. I like the place where I live because I have lots friends there. We vote in University. They get the coffe and bananas from a part called Limon. The coffe we don't get it from Limon, but we get it from the farms. We like to go to the beach in the weekends to play in the sand. We can go to a pool free because it's my uncle's. The volcanos are very high, but it's too cold up there. Sometimes is warm. We liked to go to school, because our teacher was very nice. The place I live in is not very far from the city. We enjoyed it in the city because we can go play with the pinball machines. I hope you liked my country.

The End

Carlos--Draft #2

Costa Rica

My country is not too big, but some parts are beautiful. On the beach it's fun. We always go there. We like to go to the beach on the weekends to play in the sand. We bring bats, balls, food, all kinds of toys. We like to play in the sand. We can go to a pool free because it's my uncles. What I like best is the statue of Juan Santamaria in San Jose. He was like a hero. I like the White House because it is big. I wish I could live there. My family votes at the University. We liked to go to school, because our teacher was very nice. The place I live is not very far from the city. We enjoyed it in the city because we could play with the pinball machines. They get the coffee and bananas from a place called Limon. We don't get coffee from Limon but we get it from the farms. The volcanes are very high, but it's not too cold up there. There's never snow there and sometimes it's warm. I hope you like my country.

Maria--Draft #1

Indonesia

My country is Indonesia. Indonesia have many island. Indonesia is beautiful. Panorama in Indonesia is beautiful. The places for vacation ar Toraja and Bali. Toraja and Bali are like Hawaii. And there are some places for play and museaums in Jakarta. Jakarta is a capital city of Indonesia. Jakarta had four units. Like North Jakarta, South Jakarta, West Jakarta, and Jakarta East. Indonesia have many flowers example Anggrek and Melati. Indonesia have many heros example Hassanuddin, Dipenegaro. Indonesia have many rivers example Saddang, Limboto. Indonesia have many mountains example Latimojong, Merapi. And Indonesia have many lakes example Toba, Tempe. I hope you liked my country.

Maria--Draft #2

Indonesia

My country is Indonesia. Indonesia has many islands. Indonesia is beautiful. The scenery in Indonesia is beautiful. The places for vacation are Toraja and Bali. Toraja and Bali are like Hawaii. My grandmother and some of my aunts live in Toraja and one aunt lives in Bali. Every year we went to Toraja, and in third grade I went to Bali. Each of these places has a special dance. I knew how to do both of them, but I forgot the Bali dance. Jakarta is the capital city of Indonesia. Another aunt lived in Jakarta. Jakarta was a big city with lots of noise and people. Jakarta had four units: North Jakarta, South Jakarta, West Jakarta, and Jakarta East. Indonesia has many flowers for example, Anggrek anad Melati. Indonesia has many heroes, for example Hassanuddin and Dipenegaro. Indonesia has many rivers, for example Saddang and Limboto. Indonesia has many mountains, for example Latimojong and Merapi. And Indonesia has many lakes, for example Toba and Tempe. I've been to the lakes and rivers but only to the mountains once. I hope you like my country.